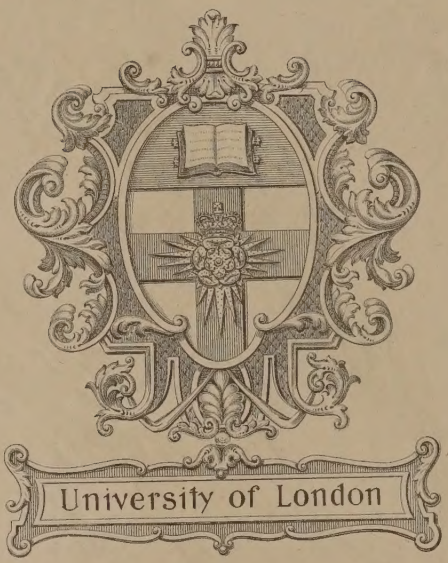
University of London

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ACCOUNTS AND PAPERS:

THIRTY-SIX VOLUMES.

—*(15.)*—

EDUCATION (IRELAND).

CONVENT SCHOOLS; MUSEUM OF INDUSTRY;
NATIONAL EDUCATION; QUEEN'S COLLEGE (CORK);
ROYAL DUBLIN SOCIETY;
ROYAL HIBERNIAN MILITARY SCHOOL;
TRAINING AND MODEL SCHOOLS.

Session

4 *February* —— 29 *July* 1864.

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ACCOUNTS AND PAPERS:

1864.

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FIFTEENTH VOLUME.

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CONVENT SCHOOLS (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 26 February 1864;—*for*,

COPIES "of a REPORT made to the Board of National Education, on the subject of CONVENT SCHOOLS in *Ireland*, by Inspector *Sheridan*;"

"And, of a LETTER or MEMORIAL to the Board of National Education from Baggot Street Convent School, *Dublin*, applying for Payment for TRAINING TEACHERS; and of the ANSWERS of the Board thereto."

Office of National Education, Dublin, 16 March 1864.

JAMES KELLY, WILLIAM M'CREEDY, } Secretaries.

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed*, 6 *April* 1864.

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— I. —

GENERAL REPORT for the year 1860, upon the State and Prospects of National Education, in Districts 51–60, by *John E. Sheridan*, Head Inspector of National Schools.

Gentlemen,

1. I HAVE the honour to present, for the information of the Commissioners, this my General Report for the past year, upon the state and prospects of National Education in the group of school districts which are under my charge, and which are situate in the south-west of Ireland, comprising, as stated in my former reports, the entire of the county Kerry, the greater part of the counties of Cork and Limerick, and portions of the counties of Tipperary, Waterford, Clare, and Kilkenny, an area of about 6,000 square miles.

2. I shall commence with an analysis of the occupation of my time, and a general statement of the official work done by me during the year 1860. The duties attached to the office of Head Inspector of National Schools are very numerous, of a very miscellaneous character, and all highly important in their bearing upon the efficient working of the system. They are duties which *must* be discharged by somebody, as being essentially necessary; and although they render a Head Inspector's life anything but pleasurable, and his office anything but a sinecure, leaving him but scanty time for study, recreation, or private business, and obliging him to spend a considerable portion of each year far away from his family and friends, I can conscientiously affirm that in my opinion there is not one of these duties that could be discharged with equal efficiency by any other than the Head Inspector. The most important are the following:—

I. *The Inspection of Schools.*—To this duty I devoted 110 days during the past year; and in that time I visited 171 ordinary National Schools (which occupied me for 79 of the 110 days), and conducted the annual examinations of the pupils of the Dunmanway, Clonmel, and Limerick District Model Schools (which engrossed the remaining 31 days). In the 79 days devoted to the inspection of ordinary National Schools, I fully examined 104, and partially examined 54. The remaining 13 were closed when I visited them.

II. *The Revising of Teachers' and Paid Monitors' Written Exercises, and the Examining and Classifying of Teachers.*—To this duty I devoted 53 days, within which time I revised 443 written exercises, each exercise embracing from five to 12 different subjects, and examined orally, with the aid of the District Inspectors, and classified 195 teachers in 22 distinct groups.

III. *The Writing of Annual Reports and Reports of Inquiries.*—To this duty I was obliged to devote 39 days. I wrote a general report upon the state of education in the south-west of Ireland during 1859, reports upon the working of the Dunmanway, Clonmel, and Limerick District Model Schools, and also reports of three or four special investigations held by me in the course of 1860.

These three items make up 202 days, which, with (*a*) 52 Sundays, (*b*) 52 Saturdays set apart for ordinary official correspondence, (*c*) 32 days devoted to special duties, such as investigations, preparing questions for the written examinations of teachers and monitors, occasional visits to Model Schools, &c. &c., (*d*) 13 days occupied in travelling long distances, and (*e*) six days on duty in the Education Office make a total of 357 days, leaving only nine days (including holidays), on which I was off duty during the year 1860, on four of which I was prevented by illness from attending to business.

3. In this report I propose to lay before the Commissioners all the most interesting information I have been able to gather, both from my own note-books and from the Annual Reports of the District Inspectors, under the five following heads:—I. School-houses; II. Schools; III. Teachers; IV. Pupils; V. Inspections; and in the Appendix I will give such extracts from the Annual Reports of the District Inspectors as will make the

Commissioners fully acquainted with the views of these gentlemen, regarding several of the most important features of National Education in their respective districts.

I.—School-houses.

4. The points upon which it is most material that the Commissioners should be furnished with accurate information regarding National School-houses, are obviously these:—

(*a.*) Their suitability for school purposes.
(*b.*) Their state of repair.
(*c.*) The amount of accomodation they afford.

Now, what are the characteristics of a suitable school-house? Taking the most moderate view of the matter, I should say that a school-house, to be suitable, (1) should be capable of conveniently accommodating the largest daily attendance which the locality is likely to furnish; (2) should be dry and comfortable, well lighted, and well ventilated; and (3) should be provided with suitable play ground and out-offices. Assuming that these three things are necessary to constitute a *suitable* school-house, how many of the National school-houses in the 10 districts under my superintendence may be pronounced suitable? I cannot answer this question with any degree of precision, because in the Annual Reports of the District Inspectors, who, from being the only persons intimately acquainted with the school-houses in their respective districts, are alone competent to give correct information on the subject, the school-houses are classified, not according to *suitability*, nor yet according to *state of repair*, but according to both combined. Now it is evident that "suitability for school purposes" is one thing, and "state of repair" quite a different thing, and that, although of course not incompatible, they may exist separately. A school-house, regarded simply as a building constructed for a special purpose, may be suitable, and yet be in want of some repairs; and on the other hand, a school-house may be in excellent repair, and yet owing to faulty construction, utterly unsuitable for school purposes. The classification of school-houses, therefore, as given in the Inspectors' Annual Reports, fails in the important essential of perspicuity and precision; and this is a defect, which, I respectfully submit, ought to be carefully avoided in their future reports. To this end, it would be strictly necessary to distinguish "school-houses" from "schools," inasmuch as in the same school-house there are often two, and sometimes three distinct schools. In short, I take it that what the Commissioners require to know is—

(*a.*) How many *distinct* school-houses or school-buildings there are in each district.

(*b.*) How many of these are *suitable*, regarded merely as buildings intended for school purposes.

(*c.*) How many of them are in a good or fair state of repair.

On these points the District Inspectors' Annual Reports do not furnish precise information.

5. It appears from them, however, that as regards "*building, repairs, &c.*," out of the total number of schools in the 10 districts,

59·8	per cent.	are Good,
22·2	„	Fair,
14·	„	Middling, and
4·	„	Bad.

Now, if it be really meant that out of every 100 school-houses in these 10 districts, 82 are both well or fairly adapted for school purposes, and in good or fair state of repair, nothing, humanly speaking, could be more satisfactory. But as my experience leads me to a very different conclusion, I am forced to believe, either that I have not correctly apprehended what the District Inspectors intend to convey by their classification of school-houses, or that *their* ideas of "suitability" differ very materially from mine. What mine are I have already explained; and I feel bound to state it as my opinion, not only that a very small proportion of the non-vested school-houses can properly be described as suitable, but that even of the vested class there are not a few, particularly such as were erected many years ago, which are almost equally unentitled to the distinction. The more modern vested school houses are a vast improvement upon the older ones, having been constructed upon more correct principles, and being much more attractive and tasteful in external appearance. In one most important particular those which have been erected within the last five or six years are infinitely superior. I refer to out-offices or privies. I think I may safely assert that it is only since the architectural department of our system was transferred to the Board of Public Works, that these indispensable appendages to schools have received due attention. In such of those, planned and erected by the Board of Works, as I have visited, I have found the privies sufficiently roomy and well-ventilated, and so constructed as to be easily kept in order. I cannot recollect, on the other hand, having ever visited one of those previously erected, in which the privies were not so contracted, so low in the roof, and generally so badly constructed as to render it extremely difficult to keep them clean; and as the teachers are held responsible for the state of these offices, it very commonly happens that they keep them constantly locked, except on the occasions of the Inspector's visits.

6. Throughout

6. Throughout the entire of my circuit of districts, the school managers and others interested in the progress of popular education, are anxiously awaiting the fulfilment of the promise made by the Chief Secretary for Ireland in the last session of Parliament, that the Board would revert to the old practice of contributing aid towards the erection of school-houses to be vested in *Trustees*. I have not the smallest doubt that if this practice be revived, and the Government will supply the necessary funds, a very large proportion of the really unsuitable houses will have been superseded within a few years, and their places supplied by decent and commodious school-buildings. While, however, I fully share in anticipation of good results from a re-adoption of the old vesting principle, I feel it incumbent on me, as a faithful servant of the Board, to repeat here the warning which I took the liberty of giving in one of my Reports of last year, that it will be expedient for the Commissioners, before committing themselves again to the principle of vesting school premises in Trustees, to fix upon such conditions as will secure that the buildings erected in accordance with that principle *shall be kept in proper repair*. It is unnecessary for me to remind them how many of the school-houses formerly vested in Trustees have been allowed to fall into ruins; how many others are in a discreditable state of repair, and how inefficacious have been the repeated remonstrances and warnings upon the subject addressed to the Trustees by the Commissioners. I have myself given a good deal of thought to the matter, which I look upon as of the highest importance, and what I would respectfully recommend is this:—

(*a.*) That such school premises should be vested, in each case, in three Trustees.

(*b.*) That the applicant for aid should be one, the proprietor of the site another, and the Board of National Education in its corporate capacity, or one of its Secretaries for the time being, the third Trustee.

(*c.*) That when the proprietor of the site, or his agent, is the applicant for aid, another solvent and respectable party should be nominated as second Trustee.

(*d.*) That the Board of National Education, as third Trustee, should take upon itself the responsibility of keeping the school-buildings in proper repair.

The last condition is of course the cardinal one. I should not think of proposing it, were it possible to devise any other means of keeping the school-houses in repair; but after giving the matter the fullest consideration, I feel entirely convinced that if the Board will not take upon itself this responsibility, not only will the school-houses not be kept in proper repair, but that the Commissioners will entail on themselves and their officers endless trouble and annoyance in trying to induce or coerce the Trustees to discharge their duty in this respect. It is a question, indeed, whether it will not be very difficult to find solvent respectable parties willing to act as Trustees, if their doing so will impose upon them the obligation of keeping the school-buildings in repair at their own expense.

7. There is one other point in connexion with school-buildings to which I would respectfully invite the Commissioners' attention. I allude to the advantage, in some cases, of contributing aid towards, or otherwise encouraging, the erection of teachers' residences contiguous to the school-houses. I say, "in some cases," because I do not consider it necessary or even desirable in all cases. On the contrary, the cases in which such provision appears to me desirable, are exceptional and comparatively few, but yet sufficiently numerous to merit the benevolent consideration of the Commissioners. In his Annual Report for 1859, Mr. Macnamara, the Inspector of the Killarney District, has the following remarks, which I can testify, are not only true of his own district, but more or less applicable to every one of the other nine districts with which I am connected.

"A source of discontent to many teachers in this district is the great want in their respective localities of reasonably comfortable lodging accommodation. About 30 teachers are in this respect most inconveniently circumstanced. Their schools are principally in the more remote mountain localities, in which the only domestic dwellings are those of the mountain farmers and labourers. In every domestic appointment, as well as in structure, these dwellings are uncomfortable and inconvenient; and yet it is with difficulty, and with much uncertainty as respects tenure, that a teacher can engage a narrow, smoky, wretchedly furnished apartment in one of these mountain cabins, which may be situated two or three miles from the school, or even so far as five miles. Domesticated thus with persons of a very inferior class, these teachers must largely share their ways of life and social standing."

Nay more, it is equally true that "domesticated thus," they must be prevented, by the very circumstances of their social position, from improving their minds by private study, or of exercising that forethought and reflection which are so necessary to the efficient discharge of their duties in the school-room. The condition of such teachers is wretched indeed, and as I have already said, is well deserving the sympathy and benevolent consideration of the Commissioners. It strikes me that if, when application is made for aid towards building a school-house in a locality where decent lodging for the teacher is not procurable within a reasonable distance of the intended school, the Commissioners were to offer to bear the entire expense of building and fitting-up the school-house on the condition that the local parties should erect at their own expense a suitable residence for the

teacher, it would effect in a few years, without any exorbitant outlay, a gratifying amelioration of the condition of this most unhappy class of national teachers. In his Annual Report for 1860, Mr. Robinson, the Inspector of the Newcastle District, has made some remarks upon this subject, which will be found in the Appendix, and which appear to me well worthy of attention.

8. As regards the amount of accommodation which the existing school-houses are capable of affording, it appears from the returns furnished by the District Inspectors that—

21·0	per cent. are capable of accommodating	not more than 50	pupils.
35·7	„ „	from 50 up to 75	„
27·2	„ „	from 75 up to 100	„
9·1	„ „	from 100 up to 150	„
7·0	„ „	above 150	„

In five districts the school accommodation is described by the Inspectors as generally sufficient for the attendance; in the remaining five districts it is described as generally inadequate. The remarks of the District Inspectors in reference to this subject will be found in the Appendix.

II.—Schools.

9. *Number and Class of Schools.*—In the ten districts under my charge there were *in actual operation*, at the close of the year 1860, the following shools:—

(*a.*)	District Model Schools (Departments)	11
(*b.*)	Workhouse Schools	30
(*c.*)	Convent Schools	36
(*d.*)	Gaol Schools	3
(*e.*)	Evening Schools	5
(*f.*)	Ordinary Town and Rural Schools	805
	Total	890

At the close of 1859 the total number of schools in actual operation was 878; there was therefore an increase of 12 in the course of 1860. In addition to the 890 schools above referred to, there were on the several district books the names of 37 *non-operation* schools—that is, either schools temporarily suspended, or schools towards the building of which the Commissioners have made grants, but which are not yet ready for the reception of pupils; making a total of 927 schools, which number is greater by 15 than the number returned at the close of 1859.

In reference to the 11 departments of District Model Schools given above, it may be necessary to explain that the Limerick District Model School comprises five distinct departments, all in actual operation, namely, a boys' school, a girls' school, an infant school, an agricultural school, and a navigation school; the Clonmel Model School, three departments: a boys' school, a girls' school, and an infant school; and the Dunmanway Model School, two departments: a boys' school, and a girls' school. Of the projected District Model School at Cork, only one department is at present in existence, namely, the Model Agricultural School. This establishment has been in operation since August 1859, and is doing well. The working of the other District Model Schools has been made, as usual, the subject of a separate Report, to which I beg to refer the Commissioners for all necessary information.

10. *Schools, how held.*—It appears from the Reports of the District Inspectors, that of the aggregate number of 927 National Schools in the ten districts, 178 are vested in the Commissioners, 205 are vested in Trustees, and 544 are non-vested. The number returned as "vested in the Commissioners" in 1859 was 169.

11. *State of Schools as to Furniture and Apparatus.*—Under this head the District Inspectors report very favourably. I gather from their returns that in respect of "furniture and apparatus"—

Per cent.		
56·6	of the total number of Operation Schools in the ten districts are in	a good state.
25·6	„ „ „	fair state,
14·3	„ „ „	middling state.
3·7	„ „ „	bad state.

It appears from this that 82 out of every 100 schools are well or fairly supplied with desks, forms, book-presses, clocks, maps, charts, diagrams, black-boards, &c. In 1859 the corresponding per-centage was 76.

The District Inspectors, almost without exception, bear testimony in their reports to the immense amount of good effected in this direction by the liberality of a single individual, Vere Foster, Esq., whose extraordinary munificence has not only spread itself over a vast area, but has conferred real substantial benefit in each particular case. Let the traveller go where he will throughout my group of districts, whether to schools situate in populous and

and wealthy cities and towns, or to those situate in the poorest villages, on the roadsides, or in localities out of the way, neglected, and absolutely unknown to the general public, he will find ample evidence of this gentleman's philanthropy and beneficence.

12. *State of Schools as to Supply of Requisites.*—By "requisites" are meant school-books, slates, copies, &c., which are sold by the Commissioners to pupils of National Schools at very reduced rates; and it is to be understood that those schools only are to be considered as in a satisfactory state as regards "supply of requisites," in which (*a*) the children in actual attendance are found supplied with the necessary requisites, and (*b*) the teachers have on hand a sale-stock sufficient to meet the contingent wants of their schools. It is quite right and necessary that these two conditions should be enforced, because it were just as rational to expect a teacher to work his school efficiently without a proper supply of requisites, as to expect a mechanic to perform the business of his trade without a suitable stock of tools.

It is gratifying to learn from the Reports of the Inspectors that the schools in their respective districts were in general well or fairly supplied with the necessary requisites during 1860. There are two exceptions, however. Mr. Sheehy, the Inspector of the Cork District, reports, that of 102 operation schools under his charge, 25 were *well* supplied, 48 *fairly*, 22 *middlingly*, and 7 *badly;* and he adds that the value (according to the reduced scale of prices) of the ordinary requisites purchased during 1860, by 82 town and rural schools, was 252 *l.* 10 *s.*, *giving an average of only* 3 *l.* 1 *s.* 7 *d. for each school* or of *only* 1 *s.* 1 *d. for each pupil in average daily attendance* (for he returns 56 as the average daily attendance on ordinary town and rural schools.) Mr. Robinson, the Inspector of the Newcastle District, reports most unfavourably under this head. His remarks, which are well worthy of perusal, will be found in the Appendix. In his district there were 93 schools in operation in 1860, commanding an average daily attendance of 60 pupils per school, and he states that the value of requisites purchased during the year by these schools was only 195 *l.* 13 *s.* This gives an average of about 2 *l.* 2 *s.* 1 *d.* per school, and of *about* 8½ *d. per pupil in average daily attendance.*

Now, I must say, in justice to these two gentlemen, that their districts are the very last from which I should have expected an unfavourable report regarding the supply of requisites in the schools, because I am aware that they have given *special* attention to the subject, and have been indefatigable in their exertions to secure at all times an adequate supply of books and other necessaries for their schools; and I will add, that I do not believe that their districts are in reality more unfavourably circumstanced in this respect than those of their colleagues, or that in point of fact the supply of requisites in their schools is as unsatisfactory as they imagine.

I have been led to devote a good deal of thought to this question, and have arrived at a definite conclusion respecting it; and as I am sensible that a great amount of misapprehension prevails in the public mind, and even in the minds of many of the inspectors regarding it, I take this opportunity of stating the conclusion I have arrived at, and of explaining, as briefly as possible, the considerations which have led me to that conclusion. As far as I can learn, the question has never been fully investigated, and very erroneous views of the subject are in consequence commonly entertained. When the public are informed that each pupil in daily attendance at National Schools expends on an average each year not more than 1 *s.*, or perhaps 6 *d.*, in the purchase of books and other necessary requisites, the public, knowing how little could be purchased for 1 *s.* or 6 *d.* in an ordinary bookseller's or stationer's shop, are very apt to jump to the conclusion that the children attending National Schools must be for the most part miserably in want of the indispensable instruments for acquiring knowledge. Now if this conclusion were legitimate, it would follow that our hopes of the progress of education and elightenment amongst the people are utterly delusive. I have satisfied myself, however, and I think I can prove to others, that such is not the case.

It will be admitted, by all who are conversant with the ordinary course of instruction in National Schools, that to enable the pupils to obtain a competent knowledge of the subjects prescribed for each class in the National School programme, the following requisites *are alone necessary* :—

For each *Third* or *Fourth Class pupil*, a Reading or Lesson Book (price 3 *d.*), a Spelling Book (price 3½ *d.*), an Arithmetic (price 4 *d.*), a Grammar and Geography (price 3 *d.* each), a slate (price 1 *d.*), and (say) six writing copies as a sufficient supply for one year (price 6 *d.*); total cost, 1 *s.* 11½ *d.*

For each *Sequel Class pupil*, a Lesson Book (price 2 *d.*), a Spelling Book (price 3½ *d.*), a First Book of Arithmetic (price 1½ *d*), a Grammar and Geography (price 3 *d.* each), a slate (price ¾ *d.*), and as a supply for one year, six copies (price 6 *d.*); total cost, 1 *s.* 7¾ *d.*

For each *Second Class pupil*, a Lesson Book (price 1½ *d.*), a slate (price ¾ *d.*), and an Arithmetic Table-Book (price ¼ *d.*); total cost, 2¼ *d.*

For each *First Class pupil* a Lesson Book (price ½ *d.*), and a slate (price ¾ *d.*); total cost, 1¼ *d.*

It appears thus, that owing to the very reduced rates at which the Commissioners

sell school requisites to the pupils of their own schools, a supply *fully adequate to the wants of an entire year* may be purchased—

	s.	d.
(*a.*) By a Fourth Class pupil for	1	11½
(*b.*) By a Third Class pupil for	1	11½
(*c.*) By a Sequel Class pupil for	1	7¾
(*d.*) By a Second Class pupil for	–	2½
(*e.*) By a First Class pupil for	–	1¼
TOTAL	5	10½

This gives an average of 1*s.* 2*d.* per pupil, which is obviously the *maximum* outlay that is necessary. I take no account of expenditure for pens, ink, and slate-pencils, because these requisites, when not supplied gratuitously in the schools, are for the most part purchased elsewhere by the pupils.

Now let us consider under what circumstances an average annual outlay of 1*s.* 2*d.* per pupil for the purchase of requisites, would be necessary. Clearly, it would be necessary only under the two following conditions:—

1. That the several classes should comprise the same number of pupils each.

2. That each pupil should require an entire new supply of requisites each year.

If for instance, every 100 pupils in average daily attendance were found classified in five classes of 20 pupils each, and if each pupil necessarily required an entire fresh supply of requisites each year, the average annual outlay that should be incurred would be just 1*s.* 2*d.* per pupil.

But it is well known that such are not the circumstances of our schools. Everybody at all conversant with the working of National Schools must be aware that, taking one school with another, every 100 pupils in daily attendance will be found classified, not in classes of 20 each, but in about the following proportions:—35 in First Class, 30 in Second Class, 18 in Sequel Class, 12 in Third Class, and five in Fourth Class. Now, to supply 100 pupils, so classified, with an amount of requisites fully adequate to their wants for 12 months, the following sums should be expended:—

	£.	s.	d.
(*a.*) For 35 First Class pupils	–	3	7½
(*b.*) For 30 Second Class pupils	–	6	3
(*c.*) For 18 Sequel Class pupils	1	9	7½
(*d.*) For 12 Third Class pupils	1	3	6
(*e.*) For 5 Fourth Class pupils	–	9	9½
£.	3	12	9½

This gives an annual average outlay of just 8¾*d.* per pupil. But even this outlay, small as it is, could be considered necessary only on the supposition that each pupil would require an entire fresh supply of school requisites every year. Of course this is not the case. Such a supposition would imply—

1. That the school requisites furnished by the Commissioners were of such a perishable nature that when taken into use they would barely last for a year; and

2. That each pupil remained but one year in the same class.

I wish the latter supposition were true: unfortunately, it is not true. And, in reference to the first, it is clear that out of the list of requisites already specified as necessary, First Books, Table Books, and writing copies are the only ones that will not outlive a year. Slates, too, perhaps, being very liable to accidents, may be considered perishable commodities; but Second Books, Sequels, Third Books, Fourth Books, Spelling Books, Grammars, Geographies, and Arithmetics, may, with ordinary care on the part of teachers and pupils, be made to last for years. When, therefore, a Fourth Class pupil, for instance, purchases his 2*s.* worth of requisites, only 7*d.* worth of them will have been used up by the end of the year. The remaining 1*s.* 5*d.* worth will not only serve *his* turn as long as he remains in the class, but will afterwards serve equally well his younger brothers and sisters according as they reach the same grade in the school. It is the same with a Third or Sequel Class pupil, and almost the same with a Second Class pupil. Another point to be considered is, that when two or more members of a family are attending the same school at the same time, one Grammar, one Geography, one Spelling Book, and, possibly, one Arithmetic, will suffice for all. Furthermore, it is a fact, of which Inspectors must be aware, that for some years past a good deal of requisites are purchased by National School children from booksellers and hawkers, especially in town and city schools.

Having taken all these things into consideration, I have come to the conclusion that an average annual outlay of sixpence per pupil in average daily attendance, or of threepence per pupil in average on rolls, is sufficient to keep a school fairly supplied with ordinary requisites, particularly after the school has been in operation for some two or three years.

13. *State of Schools as to Cleanliness, Order, &c.*—The following Table has been compiled

piled from the returns furnished by the District Inspectors. It shows the centesimal proportion of schools that were respectively in good, fair, middling, and bad state as regards the observance of order and cleanliness:—

	SCHOOL-ROOM.	CHILDREN.	PREMISES.
Good - - - - -	50·1	42·9	40·5
Fair - - - - -	33·7	43·	24·2
Middling - - - -	14·2	13·4	14·
Bad - - - - -	2·0	·6	21·3

These per-centages are, on the whole, very favourable. It must be gratifying to find that, as regards so important a matter as the observance of order and cleanliness, the *school-rooms* can be pronounced to be in an entirely or fairly satisfactory state in 84 cases out of 100, the *pupils* in 86 cases out of 100, and the *school-premises and out-offices* in 65 cases out of 100. In the per-centage of 21.3 returned as "bad" under the head of premises, are included those schools which have no out-offices at all, nor any school premises except the bare school-room.

14. *State of Schools as to attendance of Pupils.*—Although there were 890 schools in actual operation at the close of the year 1860 in my group of districts, it so happens, from some cause or other, that the Inspectors' Annual Reports furnish returns under this head relative to 851 schools only. Of these it is stated that the annual average attendance was

Under 30, in - - - -	131 schools, or	15.4 per cent.
30 but under 40, in - -	208 „	24.5 „
40 but under 50, in - -	184 „	21.7 „
50 but under 70, in - -	207 „	24.3 „
70 but under 100, in - -	71 „	8.4 „
100 or above, in - - -	53 „	6.2 „
TOTAL - - -	854	

The gross averages, however, are given for 871 schools:—

	BOYS.	GIRLS.	TOTAL.
(*a*) Gross average on Rolls,	42,253	47,109	89,362
(*b*) Gross average attendance,	22,952	25,519	48,471
(*c*) Per-centage of latter to former	54.3	54.2	54.2

The per-centage of the gross average attendance to the gross average number on rolls was 53.5 in 1859, and 53.2 in 1858. The highest per-centage in any of the districts for 1860 was 56.8 (in the Clonmel District); and the lowest, 51.7 (in the Mallow District). In the *ordinary town and rural schools* (excluding model schools, workhouse, convent, prison, and evening schools) the per-centage of the average daily attendance to the average numbers on rolls for 1860, which is the recognised measure of the regularity of attendance, was as follows in each of the ten districts:—

In the Limerick District - - - - - - - -	49.
„ Newcastle „ - - - - - - - -	54.2
„ Clonmel „ - - - - - - - -	54.
„ Tralee „ - - - - - - - -	51.6
„ Macroom „ - - - - - - - -	51.
„ Mallow „ - - - - - - - -	50.1
„ Killarney „ - - - - - - - -	53.3
„ Bantry „ - - - - - - - -	54.
„ Dunmanway „ - - - - - - - -	51.6
„ Cork „ - - - - - - - -	55.4

The per-centages in the Limerick, Macroom, and Mallow Districts have not varied during the last three years. In the other districts there have been some variations, but in no case of any importance.

15. *State of Schools as to Efficiency of Instruction.*—The information furnished by the District Inspectors under this head refers to 787 schools only out of 890 that were in actual operation at the close of the year 1860. There are, therefore, 103 operation schools with respect to which their annual reports are silent. Of these there are 91 situate in one district, the Inspector in charge of which has been prevented by serious and long-continued illness from furnishing the necessary returns. Three other schools have been

excluded because the instruction given in them is *special*, one being a Navigation School, and two Model Agricultural Schools. It is probable that the three gaol schools and five evening schools included in the total of 890 have also been excluded, and that in the case of another (perhaps taken into connexion late in the year) the Inspector may not have been sufficiently well acquainted with its merits to enable him to give the desired information.

As to the efficiency of the 787 schools, with regard both to the extent and quality of the instruction imparted in them, it appears from the District Inspectors' Annual Reports:—

(*a.*) That READING is *quite satisfactory* in 69 schools (8.7) per cent. of the entire number); *good* in 159 schools (20·2 per cent.); *fair* in 391 schools (49.6 per cent.); and, of course, *middling* or *unsatisfactory* in the remaining 168 schools—that is, in about 21 out of every 100.

(*b.*) That PENMANSHIP is *quite satisfactory* in 59 schools (7.5 per cent.); *good* in 151 schools (19.1 per cent.); *fair* in 325 schools (41.3 per cent.); and, of course, *middling* or *unsatisfactory* in the remaining 252 schools; that is, in about 32 out of every 100.

(*c.*) That ARITHMETIC is fairly taught, and to a fair proportion of pupils, in 534 schools; that is, in about 68 out of every 100.

(*d.*) That WRITING FROM DICTATION is fairly taught, and to a fair proportion of pupils, in 464 schools; that is, in about 59 out of every 100.

(*e.*) That GRAMMAR is fairly taught, and to a fair proportion of pupils, in 494 schools; that is, in about 63 out of every 100.

(*f.*) That GEOGRAPHY is fairly taught, and to a fair proportion of pupils, in 540 schools; that is, in about 68 schools out of every 100.

The above are, of course, the general results or summaries for the entire group of districts. When we compare, however, the returns from the several districts with one another we find them to differ to a very remarkable degree, plainly proving that the standards adopted by the Inspectors are anything but uniform. This will be evident from the following table, in which is given the centesimal proportion of schools in each district in which the reading and writing are stated by the Inspectors to be either "*quite satisfactory*" or "*good*," and dictation and arithmetic to be fairly taught, and to a fair proportion of pupils:—

DISTRICTS.	READING.	WRITING.	ARITHMETIC.	DICTATION.
Limerick		18·3	79·3	59·7
Newcastle	7·5	8·6	46·2	22·6
Clonmel	41·7	31·9	79·2	72·2
Tralee	59·5	56·	77·4	71·4
Macroom	13·	15·2	51·1	41·3
Mallow	54·5	39·	61·	55·8
Killarney	18·5	16·	63·	65·4
Bantry	44·7	21·2	70·6	57·6
Cork	19·	16·	70·	57·

A glance at the above columns, especially the first two, will suffice to show how very variously the efficiency of their schools is estimated by the different district inspectors. The differences in the percentages are so striking that I cannot for a moment suppose them to be mainly occasioned by different *degrees* of efficiency in the schools, but rather by the different *standards* of efficiency adopted by the inspectors. This is greatly to be regretted. It is a serious evil to which every effort should be made to apply a remedy; inasmuch as, if allowed to go on unchecked, it must not only render the statistical returns of the Inspectors utterly valueless regarding the most important and interesting features of our system of education, but must be highly injurious to the schools. The Commissioners, by their circular of the 11th May 1858, endeavoured to remedy the evil, but, as it seems, without effect.

III.—*Teachers.*

17. Teachers of schools deriving aid from the Commissioners of National Education are of two kinds:—I. *Lay teachers;* II. *Teachers who are members of religious communities.*

The

The latter are *monks* and *nuns*, and are the teachers of the class of schools called Convent National Schools. Of these schools there are at present 36 in actual operation in my group of districts, the Bantry district being the only one in which there is no convent school. This exception, however, will have disappeared before the close of the current year. The importance of these schools may be measured by the fact that 35 of them (from one, having been recently established, no return was obtained) commanded, in 1860, a gross average daily attendance of 9,105 pupils, or *about one-fifth of the gross average daily attendance of all the other* 854 *National Schools taken together.*

These teachers are not classified by the Board, nor are they required to submit to an examination, as the Commissioners take for granted that they are sufficiently well educated to discharge the duties of national teachers efficiently; and, in point of fact, it is undeniable that the majority of them—of the nuns especially—are infinitely better educated than the teachers of ordinary National Schools, while it is equally true that they bring to the discharge of their duties a disinterestedness and devotedness to which even the most zealous of the lay teachers can have no claim. It is also undeniable that their schools do an incalculable amount of good. Their pupils receive a moral and religious training of the highest order: they are educated to habits of truth-telling, modesty, order, and cleanliness, and such of them as attend with fair regularity, and continue at school till they reach the upper classes, are sure to receive an excellent literary education.

It is not my intention, however, just now to enter at greater length into the merits of these schools and their teachers. I have it in view to inspect all the convent schools in my group of districts as soon as I can command sufficient time for the purpose, and to make them the subject of a special report; but it may be useful to notice here two circumstances which cannot but interfere with their efficiency:—

(*a.*) These teachers very seldom have any opportunity of receiving a technical training as teachers either before or after making their religious profession; and hence although they are undoubtedly well educated in a general sense, I apprehend that many of them have a very limited acquaintance with those improved methods of teaching and school organization which have received the sanction of experience. The want of such technical knowledge is most apparent in their management of the junior classes.

(*b.*) It is a characteristic of these teachers that they are impatient of competition. A rival school, if it can possibly be extinguished, is not allowed to exist. In crowded cities this is, of course, impossible; but in Tralee, Killarney, Newcastle, Kinsale, Queenstown, Midleton, Skibbereen, Bandon, Dingle, and a host of smaller towns, no female schools, except those connected with convents, are to be found; none are permitted to be established. In some of them, indeed, such as Tralee, Killarney, Newcastle, and Dingle, in which there are monks' schools as well as nuns' schools, even the ordinary male National Schools have been proscribed.

Now, I am perfectly convinced that in pursuing this policy these worthy teachers are actuated by good motives. They have faith in themselves, as all earnest devoted teachers have, or ought to have; and believing conscientiously that their own schools are best adapted for the proper training of youth, they consider themselves justified in using all their influence to remove other schools out of the way. But to *me* such a policy appears most objectionable. It savours of intolerance. In fact—there is no use in mincing words—it *is* intolerance; and, like every other intolerant policy, the evils it gives rise to are more than sufficient to counterbalance the good it is expected to effect.

In the first place, in every mass of population, while there is, undoubtedly, a large proportion of children that *will* attend the schools of religious communities in preference to any other, there is always, on the other hand, a not inconsiderable number of children who would readily attend *lay* schools, but cannot be induced to frequent those conducted by religious teachers. This is a fact which cannot be gainsaid. I have an intimate knowledge of its truth, and could readily adduce abundant proof of it. And let it be understood that I am not alluding to children of different denominations, but only to Catholic children. What is the result? When the *lay* schools are extinguished, a considerable portion of the children of the poor of the locality receive no education whatever. In the town of Killarney there are two convent schools and one monks' school for the education of the children of a population amounting to nearly 6,000 persons. No day school conducted by *lay* teachers would be tolerated there. Well, I have it on the best authority that the number of children attending schools in Killarney is considerably less than that of those who never enter a school.

In the next place, this impatience of competition not only extinguishes the principle of emulation, which exercises a healthy stimulating influence upon schools, as upon individuals, but also leads the conductors of convent schools to admit pupils without limit—without any reference to the available teaching power. The expediency—the necessity—of restricting the attendance to that number which the schools are capable of accommodating conveniently, or the teachers of instructing efficiently, is practically ignored. The school-rooms in most cases are crowded to excess, the attendance out of all proportion to the teaching power. The inevitable result is, that in such schools the rate of progress is extremely slow: it takes a very long time for a child to work her way from the lowest to the highest class, and, in point of fact, comparatively few ever reach that goal. The great majority leave the school, and give up schooling, before they have completed half the school course.

The remedies I would suggest for these defects are—

1. Improved organization of the schools by the agency of the organizers.

2. The appointment of a well-qualified, experienced, and skilful *lay* teacher as assistant in each school.

3. More efficient inspection.

These remedies could, of course, be applied only with the sanction of the religious communities to whom the schools belong; but I do not think they would meet with any opposition, especially if the appointment of the lay assistants were left, as it ought to be, in the hands of the Managers of these schools, the Commissioners only requiring that the lay assistant should in every case be a trained first-class teacher of approved skill. Such teachers would not only be the means of introducing into these schools a knowledge of school organization and improved methods of communicating instruction, but they would relieve the good nuns from a vast amount of drudgery connected with the keeping of the school accounts and the making out of statistical returns.

I am bound to state, however, that no remedy will be of any avail until a determination is come to by the conductors of these schools to keep down the attendance in each case to that number which their rooms are capable of conveniently accommodating, and which they themselves can properly instruct. This is the chief remedy that must be applied before any other is resorted to. No improvement in school organization, no amount of skill in communicating knowledge, will ever enable one teacher to do the work of two, or ten teachers to do the work of 15.

I shall take up this subject on some other occasion, when I shall have time to discuss it at greater length. I quit it for the present with the consciousness of having been led by good motives to give expression to some unpleasant truths—all the more unpleasant that they have now been uttered for the first time. But I have no fear of the *truth*, however unpleasant it may be, or however unpleasant may be the task of plainly speaking it. I have no unfriendly feeling for the convent schools. On the contrary, no one can appreciate more highly than I do the great good they have done in the localities where they have been established; and it is for this very reason, and because I am convinced that with more judicious management their sphere of usefulness would be vastly increased, that I have ventured to call the attention of the good nuns to those defects in their school system, which in my humble judgment must seriously mar the effects of their zealous and charitable labours.

18. The *lay* teachers employed in ordinary National Schools are of four kinds:—Principal teachers, assistant teachers, paid monitors, and workmistresses, or teachers of needlework.

19. The number of *workmistresses* in the service of the Board in my group of districts at the close of the year 1860, was 110. At the close of 1859 the number was 83, and only 69 at the close of 1858.

Workmistresses are not always exclusively employed as teachers of needlework. A considerable number of them act as assistant teachers of junior classes, and in this capacity their services are of great advantage, particularly in crowded schools. But their special function is to give instruction in plain sewing, knitting, embroidery, and the cutting-out of garments. The usefulness and efficiency of their services in this respect is greatly diminished, owing to the want of *materials*. This is particularly the case in rural schools, which are just the schools wherein it is most desirable that plain sewing and knitting, as well as cutting out, should be properly taught. In such schools it is only on extremely rare occasions that the Inspector finds the sewing class even moderately supplied with work. On the part of teachers and Managers there seems to be either a profound indifference to, or a total ignorance of, the facilities afforded by the Board's apparatus department, of procuring at an extremely cheap rate all the materials necessary for giving efficient practical instruction in this indispensable branch of female education. I would suggest that District Inspectors should be requested to avail themselves of every opportunity of calling the attention of School Managers and teachers to this serious defect, and to the easy means of remedying it.

20. The number of *assistant teachers* employed in National Schools in the ten districts under my charge was 216 (138 males and 78 females), at the close of the year 1860. At the close of 1859 the number was 167 (100 males and 67 females), and at the close of 1858 it was 154 (viz., 101 males and 53 females).

The position of an assistant teacher in an ordinary National School is for the most part a very unenviable one; except in an extremely few cases he has nothing whatever to depend upon for his support but the scanty salary he derives from the Commissioners. He receives no local aid in the shape of school-fees, subscriptions, or tuitions (the latter being almost always monopolized by the principal teacher); and as he is generally *unclassed*, and consequently entitled to barely 15 *l.* a year salary from the Board (14 *l.* in the case of females), it is not easy to imagine how he can contrive to make both ends meet. He is, moreover, incessantly occupied during school-hours—all the drudgery of the school falls to his lot, and he has to study hard, morning and evening, and always under circumstances most unfavourable to study, in order to obtain ultimate recognition as a National teacher.

The result of all this is, that Managers and Inspectors find it extremely difficult to procure

procure qualified persons to act as assistant teachers—I mean, persons qualified according to the standard prescribed by the Board, which is that for third-class teachers or probationers; and hence arises a practical inconvenience of no small weight in the working of large schools, for the Managers are obliged either to accept the services of unqualified assistants, who are sure to be dismissed at the next district examinations, or to leave their schools unprovided with adequate teaching power. I can assure the Commissioners that this inconvenience operates as a serious impediment to the efficient working of large schools.

The remedies I would suggest are these:—

(*a.*) That *assistant teachers* should be constituted a distinct *class* or *grade* in the service of the Board.

(*b.*) That for admission to this class or grade candidates should be required to be not less than 15 *years of age.*

(*c.*) That all young persons not less than 15 years of age, and not physically disqualified, should be deemed eligible for this grade, provided they were found on examination able—

(1.) To read the Third and lower Lesson Books with ease and intelligence, and with correct pronunciation.

(2.) To explain with clearness the meaning of the principal word and phrases occurring in them.

(3.) To spell and write correctly from dictation any sentences selected from these books.

(4.) To write a good hand.

(5.) To explain and to work sums expertly in the simple and compound rules, short accounts, and simple proportion, as given in the First Book of Arithmetic.

(6.) To distinguish readily and correctly the parts of speech.

(7.) To point out and explain intelligently the outlines of the Map of the World.

(*d.*) That the salary attached to this class should be 14*l.* a-year for males, and 12*l.* a-year for females.

(*e.*) That young persons on admission to this class should be furnished with a certificate of competency to act as *assistants* in ordinary National Schools, and should be deemed ineligible to the office of principal teacher until they should prove their title to a higher certificate at one of the annual district examinations.

(*f.*) That such assistants, provided they discharge their duties satisfactorily, should be *permitted*, but should not be *compelled*, to attend the annual district examiations for the purpose of establishing their claim to a higher certificate.

I would expect very beneficial results from these regulations, if sanctioned by the Board. It will not be denied, I think, that young persons of 15 years of age, if possessed of the acquirements indicated above, would be qualified to discharge the duties of assistants in ordinary National Schools. They would certainly be qualified to teach all the subjects that asststants in such schools are ever called upon to teach. While, therefore, there would be nothing to prevent more highly qualified persons from acting in the capacity of assistant teachers at the higher rates of salary, if they should find it their interest to do so, the regulations above suggested would have the effect of extending very considerably the class from which eligible candidates for such situations might be selected, and would thus tend to remove the very great difficulty which Managers experience at present in increasing the teaching power in large schools. In fact, under such regulations the assistant teachership in a school would always be within the reach of any well-instructed, steady, and well-behaved pupil of the school; and thus not only would it operate as a stimulus to both pupils and teacher, but in time this great advantage would be gained, that the assistant teacher would almost always be a *native of the locality*, living with his own family, and thus relieved from the hardship and disheartenment attending the struggle that would otherwise be necessary, to provide food, raiment, and lodging, with the very meagre salary attached to the office.

21. *Paid Monitors.*—The year 1860 may be said to mark an era in the history of the monitorial system of the National Board, both because of the remarkable extension of the system which took place in that year, and also because in that year such arrangements affecting the annual examinations of the monitors were sanctioned by the Commissioners as enable the District Inspectors to test more fully and satisfactorily than in former years the efficiency of their training and qualifications.

The total number of paid monitors in my group of districts on the 31st December, 1858, was 187 (viz., 93 males and 94 females); on the 31st December, 1859, the number was 265 (viz., 129 males and 136 females); but on the 31st December, 1860, there were no less than 334 in the service of the Board (viz., 137 males and 197 females.) It will be seen that it is mainly in the number of *female* paid monitors that the increase has taken place.

Of the 334 paid monitors, 46 (viz., 18 males and 28 females), were of the class called *junior*, and 288 (viz., 119 males and 169 females), of the class called *senior*. In these numbers I do not include the paid monitors connected with the three District Model Schools under my charge.

The following table, which requires no explanation, is based upon returns kindly furnished to me by the District Inspectors:—

Districts.	Number of Senior Monitors in Service on the 31st December 1859.		Number appointed during the Year 1860.		Total Number of Senior Paid Monitors that served during the Year 1860.		Number that ceased to act as Paid Monitors during 1860.		Number of Senior Monitors in Service on 31st December 1860.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Limerick - -	9	20	3	28	12	48	2	12	10	36
Newcastle - -	5	8	4	8	9	16	2	4	7	12
Clonmel - -	10	10	2	4	12	14	5	4	7	10
Tralee - - -	6	6	2	12	8	18	5	2	3	16
Macroom - -	10	5	11	8	21	13	4	5	17	8
Mallow - - -	13	16	9	8	22	24	6	3	16	21
Killarney -	15	7	5	4	20	11	3	2	17	9
Bantry - - -	7	8	3	1	10	9	3	2	7	7
Dunmanway - -	8	16	6	18	14	34	2	13	12	21
Cork - - -	25	27	8	12	33	39	10	10	23	29
Total - -	108	123	53	103	161	226	42	57	119	169

It appears from this table that the total number of young persons that served as *senior* paid monitors in my group of districts, during 1860, was 387 (viz., 161 males and 226 females). A similar table for *junior* paid monitors would show that the total number of this class that served in 1860 was 61. Thus the entire monitorial system in the 10 districts, during 1860, comprised a total of 448 individuals, *which exceeds by* 120 *the corresponding number for* 1859.

It appears further from the above table, that of the total number of senior paid monitors, 99 (viz., 42 males and 57 females) ceased to act as such in the course of 1860. Of the junior paid monitors, 17 (viz., eight males and nine females) also ceased to act in that capacity in the course of the same year. Now, it is important to know regarding these 116 paid monitors, (1) *how many of them had served their full term* (four years for *seniors*, three years for *juniors*), and (2) *how many of them have become National teachers?*

The following table will supply an answer to the first query:—

	Senior Class.		Junior Class.		Totals.
	M.	F.	M.	F.	
Of those that ceased to act as paid monitors in 1860, how many—					
Had completed their full term of service	14	15	3	5	37
Had entered upon, but not completed their 4th year.	7	5	—	—	12
Had entered upon, but not completed their 3d year.	2	2	—	1	5
Had entered upon, but not completed their 2d year.	8	18	3	3	32
Had not completed, or had just completed their 1st year.	11	17	2	—	30

Thus it appears that of the 116 paid monitors, who ceased to act as such in 1860, only 37 (or about 32 per cent.) had completed their full term of service, while no less than 62 (or about 53 per cent.) had resigned before the completion of their second year.

In reference to the second query, the returns with which I have been favoured by the District Inspectors inform me, that of the 99 senior paid monitors, who ceased to act as such in the course of last year, 41 (viz., 15 males and 26 females) have become National teachers, and that five others have entered as pupil teachers in the district model schools, making a total of 46; the remaining 53 have not continued in the service of the Board in any capacity.

These facts will appear very discouraging, and doubtlessly they are so to some extent, particularly the first, in reference to which, however, I must express it as my opinion that if greater discrimination and judgment were exercised in the selection of candidates for paid monitorships, and if their instruction and training after their appointment were carefully attended to, we should not find so many of them resigning before the completion of their term of service. I very much fear that in many cases paid monitors are overworked in the schools, and very imperfectly instructed by the teachers. If this be true, it is not surprising that monitors so treated should conceive an aversion for the duties of their office. I am of opinion that a rule should be made by the Board prohibiting teachers from occupying *junior* monitors for more than two hours each day, or *senior* monitors for more than three hours each day, in actual teaching. For the rest of the daily school time they

they should be regarded as *pupils*, and should be allowed to participate as such in the instruction given by the teacher. The rule prescribed in the Board's circular of the 12th August 1859, by which the teacher of a school in which a junior or senior paid monitor is employed, is required to give the monitor special instruction for *at least one hour* on each of five days in the week, should be strictly enforced. Some teachers, I find, endeavour to comply with this rule by instructing the monitor during the half hour set apart in the middle of the day for *recreation*. I consider this practice most objectionable, and that it ought to be discountenanced.

The fact that only about 46 per cent. of the senior paid monitors, who ceased to act in that capacity in the course of 1860, have continued in the service of the Board in other capacities, is not surprising, nor ought it to be viewed as a discouragement. The monitorial system has received such an extension within the last two years, and is likely to receive such further extension within the next few years (for the Inspectors' returns show that in my group of districts there are still not less than 300 schools, in each of which the attendance would warrant the appointment of at least one paid monitor), that it would be simply impossible to provide permanent employment in the Board's service for one half of the paid monitors, and it is most undesirable that they should be led to expect such a thing. At the same time I am entirely convinced that in the course of a few years it will be found that school managers, when seeking for teachers, will generally give the preference to persons who had been trained as monitors; and, consequently, that such of the latter as may evince a decided taste for the calling will experience little difficulty in obtaining employment as National teachers, according as their periods of service shall have expired. For the rest it must not be forgotten that if monitors be carefully selected in the first instance by the Inspectors (with whom the responsibility rests), and afterwards judiciously instructed by their teachers, they will, by their services in the schools, amply repay whatever portion of the public money may be expended upon them during their course of training. And if nothing more could be said in defence of the monitorial system which has been created and fostered by the Commissioners, than that it returns full value for the expense incurred in maintaining it, surely that alone should be regarded as a sufficient justification of the great extension which it has latterly received under their sanction; but when it is further considered, both that the monitorial system is destined to be the great nursery of National and other teachers, and also that by its agency a vast number of young persons of both sexes are annually selected from the *poorer* classes, and educated and trained with more than ordinary care and skill, every enlightened thinker will admit that the system is calculated to exercise a beneficial influence, not only upon popular education, but upon society at large, and that it would be for the interest of both that it should receive a still greater development.

22. *Annual Examinations of Paid Monitors.*—The annual examinations of senior paid monitors for 1860 took place in the week ended the 13th October 1860. The males were examined on the 9th and 10th, and the females on the 11th and 12th. The examinations were conducted in each district by the District Inspector, and each examination consisted of a *written* examination (which occupied one day), and an *oral* examination (which occupied the second day). This arrangement was an improvement upon the practice of former years, when the written and oral examinations took place on the same day, and must consequently have been extremely hurried and superficial.

At the date of the examinations there were in my group of districts 275 senior paid monitors (114 males and 161 females); and of these, 151 (viz., 69 males and 82 females), having been appointed previously to the commencement of the year, were summoned to the examinations. It is creditable to these young people that all but two attended, many of them having had to perform long and fatiguing journeys.

On this occasion I shall not enter into the details of these examinations, being very much pressed for time just now, and this report having already expanded beyond due proportions. But as I look upon the monitorial system as of the highest importance in its bearing upon popular education, and as, in my judgment, its success will depend very much upon the effectiveness of the annual examinations, I shall make it my business to furnish the Commissioners with a detailed report upon the subject each year, setting forth the answering of the monitors, and giving my opinion in the plainest terms both as to the manner in which the examinations shall have been conducted, and as regards the faithfulness with which the teachers may have discharged their duties in relation to the monitors.

For the present I shall content myself with making a few observations, which suggested themselves to me when I was revising the monitors' written exercises after the examinations of last year:—

(*a.*) In the first place, I must, in candour, state that the answering of not a few of the monitors was such as led me to believe that sufficient care had not been exercised in their selection. I shall mention no names; but in *one* district, out of nine monitors examined, all of whom had been appointed more than twelve months previously, the penmanship of three was *bad*, the spelling of seven was *very bad*, or *very indifferent*, and five failed in composition. The general answering of two was so extremely unsatisfactory that I was obliged to recommend their dismissal.

(*b.*) Another thing that struck me was the diversity of the test of proficiency applied by the different Inspectors at the oral examinations. In some districts the examination

appears to have been strict and searching; in others very lenient. The test of proficiency in spelling, for instance, was in some districts a dictation exercise, containing several sentences—none very easy—none, however, too difficult; in others it was an exercise consisting of two or three extremely simple sentences; and in one district no dictation exercise at all was given.

(*c.*) It appears that monitors whose fourth year of service expires in the interval between two successive annual examinations, escape the fourth year's examination altogether. Not being in the service of the Board as *monitors* at the time, they are not summoned. This is undoubtedly a defect in the system, and ought to be remedied. The remedy I should propose is this: that monitors of the *fourth* year should be summoned, not to the annual examination of *paid monitors*, but to the annual examination of *teachers*, and should be examined along with the probationers and third-class teachers of their respective districts; and that monitors, whose fourth year of service might happen to expire before the date fixed for such annual examinations, should have the option to continue in the same capacity, and at the same rate of salary until such examinations should be held.

(*d.*) Another point of considerable importance which forced itself upon my attention, was the necessity of carefully revising the "*Programme of Examination and Course of Study for Paid Monitors;*" and the object of such revision ought, I think, to be, to lay down such a course of instruction and study as would be most likely to secure for these young persons a *precise* and *thorough* knowledge of a few necessary branches, rather than a vague and superficial acquaintance with a great many—such a course, in short, as would impart to them a good knowledge of their own language, would make them pleasing and intelligent readers, good writers, good spellers, expert and intelligent arithmeticians, well acquainted with the geography of the British Empire, and with such a knowledge of grammar and composition as would enable them to express their thoughts with clearness and propriety.

23. *Principal Teachers.*—At the close of the year 1860 the number of principal teachers in my group of districts was 852 (viz., 530 males and 322 females); at the close of 1859 the number was 838 (viz., 526 males and 312 females); and at the close of 1858 it was 829 (viz., 523 males and 306 females). There was an increase, therefore, in the number of principal teachers in 1860, of *fourteen* as compared with 1859; and of *twenty-three*, as compared with 1858.

Of the principal teachers, 347 males and 141 females (about 65 and 44 per cent. respectively), *were trained* (the corresponding per-centages in 1859 were 64 and 44) and 286 males and 107 females (about 54 and 33 per cent. respectively), were *married*. The corresponding per centages in 1859 were 52 and 33; and in the preceding year, 48 and 33.

The *average incomes* of the principal teachers were as follow in the several districts:—

District.	Males.			Females.			District.	Males.			Females.		
	£.	*s.*	*d.*	£.	*s.*	*d.*		£.	*s.*	*d.*	£.	*s.*	*d.*
Limerick - - -	37	19	6	28	19	8	Mallow - - -	34	1	7	28	7	–
Newcastle - - -	39	1	8	27	14	2	Killarney - -	38	9	7	27	10	6
Clonmel - - -	38	6	4	31	4	3	Bantry - - -	29	5	3	22	–	–
Tralee - - -	29	16	1	19	8	3	Dunmanway - -	36	12	1	28	14	5
Macroom - - -	36	9	8	25	16	2	Cork - - -	39	18	6	28	16	3

It is gratifying to find that the average incomes of both male and female teachers in my group of districts are increasing year after year. This will be evident from the following comparison of their average incomes during the last three years:—

	1858.			1859.			1860.		
	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*
Males - - - - - - - -	30	9	6	33	11	–	35	17	4
Females - - - - - - - -	23	15	4	26	2	9	27	3	4

Thus, the average incomes of male and female teachers in 1860 exceeded by 5 *l.* 7 *s.* 10 *d.* and 3 *l.* 8 *s.*, respectively, their average incomes in 1858. I should explain that the above are the average incomes of the *principal* teachers of the *ordinary town and rural schools* in the ten districts; and that in calculating these averages we have taken into account only three kinds of payment or emolument, viz.: (1.) Salary and allowances or gratuities from the Commissioners for their services in day schools; (2.) School fees; (3.) Local endowments or subscriptions. We have *not* taken into account any other source of income or emolument, such as evening schools, tuitions, sub-postmasterships, land surveying, land or residence attached to school, &c. But amongst the principal teachers we have reckoned *seventy-six probationers*. Now, strictly speaking, as I remarked in a former Report, probationers

bationers are not *National* teachers at all; they are merely *candidates* for admission into the staff of recognised National teachers, and during their period of probation are paid very small salaries. It seems but fair, therefore, that in calculating the average income of *principal* teachers, the earnings of such probationers as may happen to be in principal charge of schools, should be altogether omitted. Their salaries being small, and their schools the least remunerative, the including of their incomes in the calculation must lower the average considerably. I would suggest, therefore, that in future in calculating the average income of principal teachers of ordinary town and rural schools, no note should be taken of such of them as may be *unclassed*, or at least, that the average incomes of classed and unclassed principal teachers should be calculated separately.

In connexion with this question there is another point which appears to me deserving of consideration. To estimate justly the value of teachers' incomes as means of support, it would be necessary to have before us the average annual income, not of each individual teacher, *but of each family.* When the husband and wife, and perhaps one or two of their children, are all employed in teaching, and contribute to the maintenance of the entire family, the income of the *head* of the family is virtually made up of the joint earnings of the individuals that compose it. Now, this is not at all an uncommon state of things. On the contrary, a principal teacher's wife is very commonly a teacher herself, and not unfrequently his son or daughter also is assistant teacher or paid monitor. I am myself acquainted with not a few such cases. I would suggest, therefore, that District Inspectors should be requested to give in their future annual reports the average income of each principal teacher's *family.* It is very easily calculated from data supplied by their District Books and the teachers' annual returns. Mr. Robinson, the Inspector of the Newcastle District, has the following remarks upon this subject in his Annual Report for 1860:—

"Many teachers are married to other teachers, or have sons and daughters living with them, who earn salaries as monitors, assistants, or workmistresses. I have gone over the list, and I find that there are in my district 75 *homes* or *families*, whose incomes are as follows:—

In 1 case the family income is	-	£. 15		
In 4 cases	„	is above	15	but under £. 20
In 5 cases it is	- -	- -	20	„ 25
In 8 „	- -	- -	25	„ 30
In 16 „	- -	- -	30	„ 40
In 14 „	- -	- -	40	„ 50
In 7 „	- -	- -	50	„ 60
In 7 „	- -	- -	60	„ 70
In 13 „	- -	- -	70	or upwards,

giving an average of 49*l.* 1*s.* 2*d. for each family.*"

The gradual increase of the incomes of the principal teachers of the ordinary National Schools in my group of districts, cannot be attributed, I am sorry to say, to any decided increase in the amount of "*local contributions.*" That this is the case will be evident from the following table, which shows the average amount of payments made to each principal teacher, in the shape of school-fees, endowments, and local subscriptions, in each district during the years 1858, 1859, and 1860:—

Districts.	1858.			1859.			1860.		
	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*
Limerick - - - - - - - -	11	7	1½	8	13	3	8	1	10
Newcastle - - - - - - - -	10	14	3½	10	16	–	10	3	4
Clonmel - - - - - - - -	8	5	6½	9	8	10	9	11	9½
Tralee - - - - - - - -	4	19	–	5	3	–	5	–	10
Macroom - - - - - - - -	8	10	–	7	11	1¼	5	15	9¾
Mallow - - - - - - - -	6	12	8¼	6	17	10	6	18	–½
Killarney - - - - - - - -	6	15	1	7	6	2	6	17	10
Buntry - - - - - - - -	5	8	11	5	3	6	5	13	8
Dunmanway - - - - - - - -	5	11	1	6	8	4	7	4	6
Cork - - - - - - - -	10	3	3½	9	7	5½	10	17	5¼
Totals - - - £.	78	7	–¼	76	15	5¾	76	5	1

A glance at this table will show that in the aggregate the amount of "*local aid*" was less in 1860 than in either of the two preceding years. For the gradual increase in their incomes, therefore, small as it is, the principal teachers are indebted to the Commissioners alone.

24. *Classification of Teachers.*—In the District Inspectors' Annual Reports, principal and assistant teachers are classified together as regards *rank*, *age*, and *length of service*. I think it very desirable that they should be classified separately in future. This would entail no additional trouble on the inspectors, but would give increased value to the statistics.

Taking principal and assistant teachers together, then, it appears that at the close of 1860 there were—

	Males.	Females.
In First Division of First Class	11	4
In Second Division „	23	18
In Third Division „	38	21
In First Division of Second Class	64	45
In Second Division „	96	45
In First Division of Third Class	178	90
In Second Division „	139	106
Probationers	119	71
TOTAL	668	400

It appears, therefore, that of the entire number of teachers there were—

	Males.	Females.
	Per cent.	*Per cent.*
In First Class	10·8	10·7
In Second Class	24·	22·5
In Third Class	47·4	49·
Probationers	17·8	17·8
The corresponding per-centages for 1859 were—		
In First Class	11·1	10·3
In Second Class	25·9	21·9
In Third Class	45·5	49·3
Probationers	17·5	18·5
And for 1858—		
In First Class	10·5	11·7
In Second Class	24·4	23·4
In Third Class	45·4	43·7
Probationers	19·7	21·2

It will be seen from these three tables that the relative proportions of teachers in the several classes have varied very little within the last three years. This is true, particularly of the first and second classes. I am happy to observe, however, that although the proportion of *probationers* has, like the other grades, varied but slightly within the period stated, the absolute number of probationers in *principal* charge of schools has been diminishing each year. For of the principal teachers of ordinary National schools in my circuit of districts, 97 were probationers in 1858, whereas in 1859 and 1860 the number had decreased to 79 and 76, respectively.

The next table refers to the *ages* of the teachers (principals and assistants)—

AGES.	Males.	Females.
Under 20 years	74	79
20 but under 30	310	256
30 „ 40	124	50
40 „ 50	95	11
50 „ 60	52	2
60 and above	13	2
TOTAL	668	400

Hence it appears that 76 per cent. of the male teachers, and 96 per cent. of the female teachers, were under 40 years of age. The per-centages for 1859, were 76·4 and 96·8, respectively; and 77·2 and 96·7 for 1858.

The

The following table gives a view of their *periods of service* under the Board:—

	Males.	Females.
Had served under 3 years - - - -	163	117
„ 3 years, but under 5 years - -	93	67
„ 5 years, but under 10 years - -	162	111
„ 10 years, but under 15 years - -	120	69
„ 15 years, and above - - -	130	36
TOTAL - - -	668	400

Thus of the total number of teachers, 38·3 per cent. of the males, and 46 per cent. of the females, appear to have been less than five years in the service of the Board. The corresponding per-centages for 1859 were 35·3 and 45·6, respectively; and 35·1 and 46·8 for 1858.

25. There is one point connected with the interests of teachers upon which I had intended to express my views fully in this Report. I refer to the necessity, as it appears to me, of carefully revising the "*programme of qualifications for National Teachers*," and of effecting considerable modifications of the usual method of testing their qualifications by examination. As I find, however, that I have not reserved either sufficient time or sufficient space for a *full* discussion of these important questions, and, moreover, as my views regarding them are well known in the Education Office, I have decided upon leaving them untouched here.

IV.—*Pupils.*

26. The Annual Reports of the District Inspectors for the past year contain the results of returns received from 865 National Schools, setting forth the total number of individual pupils whose names appeared upon the rolls during the year ended the 31st December 1860. It appears that this total amounted to 139,087 pupils, giving an average of about 161 pupils for each school. Of this number, 65,939 were boys, and 73,148 were girls.

27. The same reports give the classification, according to age, of the total number of pupils whose names appeared upon the rolls of the same schools during the *quarter* ended the 31st December 1860. I insert here the *average ages* of boys and girls for each district:—

			Corresponding averages for 1859.	
	Boys.	Girls.	Boys.	Girls.
Limerick - - - - - -	9·9	8·9	10·5	9·
Newcastle - - - - - -	10·6	10·1	10·9	10·2
Clonmel - - - - - -	10·1	9·4	10·	9·7
Tralee - - - - - - -	10·8	10·6	10·9	10·3
Macroon - - - - - -	8·8	10·4	10·1	9·5
Mallow - - - - - - -	10·2	9·9	10·5	9·9
Killarney - - - - - -	10·5	9·9	10·2	9·9
Bantry - - - - - - -	11·	9·5	—	—
Dunmanway - - - - - -	9·7	9·6	9·7	9·6
Cork - - - - - - -	9·2	9·	9·5	9·

These averages differ only in a very trifling degree from those returned in the Annual Report for 1858, except in the Macroon District in which the average age of boys is so small, in comparison, both with the averages of the other districts, and with those given for the same district in 1858 and 1859 (viz. 10·5 and 10·1), that I am led to suspect that some serious error must have crept into the returns or calculation.

28. The following is the classification, according to religious denomination, of the pupils referred to in the preceding section:—

DISTRICT.	Roman Catholics.		Established Church.		Presbyterian.		Other Protestant Dissenters.		Schools in which Catholics and Protestants are found together.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Limerick	3,789	6,221	125	96	25	15	11	10	38
Newcastle	5,282	5,297	49	32	2	–	1	–	29
Clonmel	3,356	3,222	135	122	11	8	7	10	19
Tralee	4,483	5,333	47	25	3	2	–	–	24
Macroom	4,883	4,796	36	37	3	3	–	–	25
Mallow	4,184	4,505	43	25	12	6	–	9	29
Killarney	4,418	4,496	83	86	–	–	–	–	35
Bantry	3,833	3,221	72	60	–	–	–	–	19
Dunmanway	4,353	4,972	86	52	7	3	–	1	27
Cork	6,510	8,893	219	196	15	8	5	–	30
TOTALS	45,091	50,956	895	731	78	45	24	30	275
	96,047		1,803						–
Per Cent.	98·2		1·8						31·9

On comparing this table with the corresponding one in my Report for 1859, it will be seen that while the number of schools in which Protestant and Catholic children attend together, has diminished by nine, the number of Protestant children attending such schools has increased.

29. The following table shows, for each of the 10 districts, the literary classification of 78,281 children, whose names were on the rolls of 865 national schools on the 31st December 1860:—

TABLE showing the Classification of the Children on the Rolls.

DISTRICT.	No. of Schools referred to.	In I. Class.	In II. Class.	In Sequel Class.	In III. Class.	In IV. Class.	In V. Class.	TOTALS.
Limerick	83	3,511	2,026	1,488	926	442	28	8,421
Newcastle	93	2,906	2,448	1,352	1,236	796	27	8,765
Clonmel	78	1,564	1,485	942	729	343	32	5,095
Tralee	85	3,464	2,410	1,401	1,001	352	35	8,663
Macroom	92	2,477	2,004	1,247	1,004	513	42	7,287
Mallow	82	1,803	1,620	1,215	764	577	84	6,063
Killarney	81	2,192	1,945	1,416	918	644	138	7,253
Bantry	83	2,099	1,616	1,091	726	316	–	5,848
Dunmanway	91	2,375	2,224	1,672	986	522	13	7,792
Cork	97	5,138	3,350	2,275	1,473	806	52	13,094
TOTALS	865	27,529	21,128	14,099	9,763	5,311	451	78,281
Per-centages		35·2	27·	18·	12·4	6·8	0·6	
Per-centages for 1859		34·3	27·5	18·3	13·2	6·1	0·6	
Per-centages for 1858		35·1	28·1	18·1	12·7	5·5	0·5	

I have placed here in juxtaposition the corresponding per-centages for the last three years, for the purpose of showing how very slightly the literary classification of the pupils has varied within that interval. This remarkable fact may be exhibited more strikingly in the following manner:—

	In 1858.	In 1859.	In 1860.
In Junior Division (1st and 2d Classes)	63·2	61·8	62 2
In Middle Division (Sequel Class)	18·1	18·3	18·0
In Senior Division (3d, 4th, and 5th Classes)	18·7	19·9	19·8
Total Number of Pupils referred to	81,468	77,441	78,281

I must

I must say I look upon this as by far the most curious and remarkable feature in the statistical history of our schools. As yet I am unprepared to explain how it should be interpreted; but it would be disheartening and lamentable indeed, if it should appear, that the conclusion legitimately to be drawn from it is, that *only* 18 *or* 19 *per cent. of all the pupils attending National Schools ever reach the higher classes.* I regard the instruction received by pupils while in the lower classes as of very little value *in itself*, as scarcely of *any* value indeed, except as a preparation for the instruction which is imparted in the higher classes, and which alone, in my humble judgment, can reasonably be expected to produce *permanent* impressions. When, therefore, a pupil is finally withdrawn from school before he reaches the higher classes, the information he carries away with him is of such an evanescent character, that it is more than probable it will have entirely disappeared before he arrives at manhood. It is this conviction which makes me shrink from acknowledging, without further and deeper reflection, the legitimacy of the conclusion indicated above. But if that conclusion should ultimately be verified, I venture most respectfully to state that it will behove the Commissioners to take such steps as will lead to a *radical* change in the course and system of instruction at present adopted in National Schools. I touched upon this subject in my General Report for 1858, and although it is not my intention to dwell upon it here, I may be permitted to say that the experience I have had since then, has not materially modified the opinions I expressed in that Report.

30. Next to that of their proficiency, the most important question affecting the pupils of National Schools is their *rate of progress from class to class.* I need not enlarge upon this, because it must be evident to everybody that, if, while the average duration of pupils' attendance at school is only two or three years, the rate of their progress from class to class be so slow as to render a longer period necessary for the completion of the school course, the results must be unsatisfactory, exactly in the proportion of the latter to the former period. In order to deduce any such results from the statistics furnished in the reports of the District Inspectors, several tedious and tiresome calculations would be necessary, and after all, the results would be only approximately true, owing to the peculiar form in which the teachers' annual returns are drawn up. I prefer, therefore, giving here the results of my own experience during the last two years.

Leaving out of consideration a few schools which I visited under peculiarly unfavourable circumstances, I inspected and fully examined in the course of 1859 and 1860, 50 first-class teachers' schools, 61 second-class teachers' schools, 78 third-class teachers' schools, six probationers' schools, making a total of 195 schools, commanding an aggregate average daily attendance of 10,101 pupils. In the case of each school I took a note of the number of *promotions* that had been made from each class within the 12 months preceding the date of my inspection, and the following table exhibits the general results:—

	In 50 First Class Teachers' Schools.	In 61 Second Class Teachers' Schools.	In 78 Third Class Teachers' Schools.	In six Probationers' Schools.	In 195 Schools.	Per centage of Promotion from each Class.
Number of promotions in Twelve Months from—						
I. Class	712	639	722	78	2,151	36·7
II. Class	552	571	598	51	1,772	30·2
Sequel Class	444	367	366	25	1,202	20·5
III. Class	292	211	155	4	662	11·3
IV. Class	54	22	-	-	76	1·3
TOTALS	2,054	1,810	1,841	158	5,863	100·
Average daily attendance for Twelve months previous to date of inspection	3,479	3,187	3,178	257	10·101	—
Per-centage of Promotions to average daily attendance	59·	56·8	57·9	61·5	58·	—

It appears from this table that, taking one school with another, the number of promotions in 12 months in the 195 National Schools was equivalent to 58 per cent. of the average daily attendance for the same period. How is this result to be interpreted? If one year were the time required on an average for each pupil in average daily attendance to pass from one class into another, or in other words, if each pupil in average daily attendance were detained just one year on an average, in each class, then the number of promotions in a year should be 100 per cent. of the average daily attendance for the same time. If, therefore, the per-centage of the promotions to the average daily attendance be only 50, the inference is, that the time required on an average for each pupil in average daily attendance to pass from one class to a higher, is *two years*; and if, as in the present case, the per-centage were 58, it would show that the average time required was about *one year and eight months.* Now, if we suppose that at least four such changes are necessary in order to complete the school course (viz., from first-class into second, from second class into sequel, from sequel into third, and from third into fourth class), it is clear that at the last mentioned

mentioned rate of progress four times one year and eight months, or nearly *seven years*, would be required for the purpose.

I may be wrong, but this is *my* interpretation of the result given above. If the interpretation be correct, and that the rate of progress in schools generally be not more rapid than in those which I have referred to, it is perfectly indisputable that the great majority of our pupils are withdrawn from their respective schools long before they have completed the ordinary school course.

31. *Number of Pupils examined by the District Inspectors.*—The following table, which has been compiled from the Inspectors' Annual Reports, shows the number of pupils examined by them in reading, grammar, geography, writing from dictation, arithmetic, and penmanship, at the primary inspections made by them in 1860.

TABLE showing the number of Pupils examined by the District Inspector:

Districts.	In Reading.	In Grammar.	In Geography.	In Writing from Dictation.	In Arithmetic.	In Penmanship.
Limerick	2,645	2,645	2,657	918	2,609	1,949
Newcastle	3,147	1,891	2,372	1,082	3,122	1,863
Clonmel	2,510	2,467	2,467	1,176	2,467	1,781
Tralee	2,942	2,829	2,876	1,004	2,648	2,393
Macroom	2,605	2,107	2,107	828	2,107	1,082
Mallow	3,627	2,533	2,533	872	2,300	2,050
Killarney	3,181	3,181	3,181	1,322	2,803	2,319
Bantrey	3,269	2,139	2,139	1,552	2,025	1,552
Dunmanway	2,797	1,960	1,960	564	1,986	1,187
Cork	2,948	2,027	2,387	1,018	2,507	2,264
TOTAL	29,671	23,779	24,679	10,336	24,574	18,440

It thus appears that each of the 10 District Inspectors examined, on the occasions of their primary or complete inspection of their schools in 1860, an average of:—

2,967 pupils in Reading.	2,457 pupils in Arithmetic.
1,844 „ Writing.	2,378 „ Grammar.
1,033 „ Dictation.	2,468 „ Geography.

The corresponding averages for 1859 were:—

3,064 pupils in Reading.	2,541 pupils in Arithmetic.
1,916 „ Writing.	2,665 „ Grammar.
1,057 „ Dictation.	2,647 „ Geography.

32. *Proficiency of Pupils examined by the District Inspectors.*—The following table shows the centesimal proportion of the pupils examined by the District Inspectors, who were found to have attained, in the estimation of these gentlemen, a satisfactory or fair degree of proficiency in the subjects specified in last section.

	Number of Districts.										Totals.
	51.	52.	53.	54.	55.	56.	57.	58.	59.	60.	
I. READING.											
Able to read:											
(*a.*) Second Book correctly	62	44	63	48	36	40	48	32	41	43	45·4
(*b.*) Third or higher books with ease and intelligence	16	26	30	21	31	24	34	18	20	32	25·1
II. WRITING.											
Able to write on paper:											
(*a.*) Fairly	43	27	53	47	49	32	39	37	60	24	39·7
(*b.*) With ease and freedom	17	12	36	24	33	24	12	13	16	8	18·6
III. DICTATION.											
Able to write a sentence:											
(*a.*) With tolerable accuracy	45	19	42	47	23	29	27	40	48	34	35·3
(*b.*) With ease and correctness	14	17	36	29	46	38	27	8	18	18	24·3

	Number of Districts.										Totals.
	51.	52.	53.	54.	55.	56.	57.	58.	59.	60.	
IV. Arithmetic.											
Proficient in:											
(*a.*) Notation to seven places	25	28	58	21	30	39	40	49	36	29	35·1
(*b.*) Simple subtraction	62	19	79	77	63	43	53	35	35	60	52·6
(*c.*) Division of money	23	22	42	42	27	24	26	21	21	28	28·
(*d.*) Proportion or practice	14	16	24	22	16	15	16	20	11	15	17·1
V. Grammar.											
Able to—											
(*a.*) Distinguish parts of speech only	30	35	56	40	40	29	17	44	23	34	34·6
(*b.*) Parse syntactically	6	19	25	15	10	13	15	23	7	17	15·3
VI. Geography.											
Acquainted with—											
(*a.*) Outlines of map of World *only*	54	24	52	33	48	35	36	53	30	28	39·2
(*b.*) Map of Europe or Ireland	7	17	29	21	11	9	18	33	6	17	16·5
(*c.*) General course of Geography	1	3	11	15	2	0·5	1	—	0·4	2	3·8

The general results deducible from this table are:—

(*a.*) That of 29,671 pupils examined in reading by the Inspectors, 45·4 per cent. were considered able to read a lesson in the Second Book "correctly," (*i. e.* without mistaking words, or overlooking pauses); and 25·1 per cent. able to read the Third or higher books "with ease and intelligence." These two per-centages combined show that 70·5 per cent. of the total number of pupils examined were considered by the Inspectors to have acquired a satisfactory or fair degree of proficiency in reading. The corresponding per-centage in 1859 was 69·5. In 1858 it was 67·9.

(*b.*) That of 18,440 pupils examined in penmanship, 39·7 per cent. were considered able to write on paper "fairly," and 18·6 per cent. "with ease and freedom." These two per-centages combined show that 58·3 per cent. of the total number of pupils examined in writing, were considered to have acquired a satisfactory or fair degree of proficiency in that branch. The corresponding per-centage in 1859 was 58; and in 1858 it was 60·5.

(*c.*) That of 10,336 pupils examined in writing from dictation, 35·3 per cent. were considered able to write a sentence from dictation "with tolerable accuracy," and 24·3 per cent. "with ease and correctness." These two per-centages combined show that 59·6 per cent. of the total number of pupils examined in writing from dictation were considered to have acquired a satisfactory or fair degree of proficiency in that branch. The corresponding per-centage in 1859 was 62·8. In 1858 it was 66·3.

(*d.*) That of 24,574 pupils examined in arithmetic, 35·1 per cent. were considered to have attained to a satisfactory or fair proficiency in notation and numeration; 52·6 per cent in simple subtraction, 28 per cent. in compound division, and 17·1 per cent. in proportion or practice. The corresponding per-centages for the two preceding years were—

Notation	31·6 in 1859,	and 29·5 in 1858.	
Simple Subtraction	50·7	„	and 46·9 „
Compound Division	23·5	„	and 22·8 „
Proportion, &c.	15·3	„	and 16·3 „

(*e.*) That of 23,779 pupils examined in grammar, 34·6 per cent. were considered able to distinguish the parts of speech only; and 15·3 per cent. to parse a sentence according to the rules of syntax. Thus, 49·9 per cent. of the total number examined were considered to have attained to a satisfactory or fair proficiency in grammar. In 1859 the per-centage was 47·8; and 45·2 in 1858.

(*f.*) That of 24,679 pupils examined in geography, 39·2 per cent. were found acquainted with "the outlines of the map of the world only;" 16·5 per cent. with "the map of Europe or of Ireland;" and 3·8 per cent. with "a general course of geography." Combining these three per-centages, we find that 59 per cent. of the total number examined in geography were considered by the Inspectors to have acquired a satisfactory or fair amount of proficiency in that branch. In 1859 the per-centage was 62·6. In 1858 it was 61·1.

From the foregoing it appears that, *on the whole*, the proficiency of the pupils examined by the District Inspectors on the occasions of their primary inspections of schools in 1860, was somewhat higher in reading, grammar, and arithmetic; and somewhat lower in penmanship, writing from dictation, and geography, than in either of the two preceding years.

V.—*Inspection.*

33. The following table shows the total number of visits, incidental or other, to National Schools, made by the Inspectors of my group of Districts during the year 1860, and also the number of schools inspected—

TABLE.

	Number of Districts.									
	51.	52.	53.	54.	55.	56.	57.	58.	59.	60.
Number of—										
Primary Inspections	82	92	81	80	92	77	80	75	*	92
Secondary Inspections	164	190	161	166	185	178	177	154	*	149
Incidental visits	210	77	38	34	27	49	29	28	*	7
Total number of visits	456	359	280	280	304	294	286	257	*	248
Number of Schools—										
Inspected three times in year	81	93	72	58	92	77	65	47	8	35
Inspected twice only	1	1	7	36	–	10	14	31	70	67
Inspected once only	–	5	1	–	1	2	–	7	7	2
Inspected not even once	–	–	1	–	–	1	–	–	7	–
Visited incidentally	49	77	28	22	24	27	15	28	*	7
Evening schools reported on	2	–	1	–	–	1	2	–	–	1
Total number of visits made by each Inspector in 1859	469	364	269	279	326	372	234	241	320	308

It appears from this table (*a*) that the average number of *visits*, incidental or other, made to National Schools during 1860 by each of the *nine* Inspectors who had been on duty for the entire year, was 307 (in 1859 the average was 318); (*b*) that the average number of *full inspections* made by each was 252 (in 1859 the average was 237); (*c*) that the average number of *incidental visits* made by each was 55 (in 1859 the average was 81).

There are two or three points of great importance in connexion with the question of inspection, upon which I had intended to express my views at some length in this Report. I find, however, that I could not do justice to them without trespassing to an unreasonable extent upon the indulgence of the Commissioners, upon which I have already drawn very largely. I shall therefore reserve the subject for another occasion.

I have the honour to be, Gentlemen, your obedient servant,

John E. Sheridan, Head Inspector.

The Secretaries, Education Office, Dublin.

APPENDIX to GENERAL REPORT for 1860 upon the State and Prospects of National Education in Districts 51–60, by *John E. Sheridan*, Head Inspector.

IN this Appendix I propose to give such extracts from the Annual Reports for 1860, furnished by the District Inspectors, as will suffice to make the Commissioners acquainted with the opinions and views entertained by these gentlemen upon the following points:—

A.—The distribution of the schools in relation to population.

B.—The nature and amount of accommodation in the schools.

C.—The state of schools, generally, as to supply of Lesson Books and other school requisites.

D.—The character of the pupils' attendance throughout the year, as regards regularity or irregularity.

E.—The proficiency of the pupils examined by the District Inspectors during the year.

F.—The feeling of local parties with regard to the National Schools.

G.—The state and prospects of education generally, as regards schools and their teachers.

I think it right to premise, however, that in consequence of the great length to which my own report has unavoidably extended, and in consequence, too, of the great length of the observations made by some of the Inspectors under the foregoing and several other heads, it will be strictly necessary for me to limit myself to comparatively brief extracts. I shall endeavour, nevertheless, not to omit anything that may be needful to convey a just notion of the views entertained by the Inspectors regarding the important points specified above.

* The Inspector of District 59 being on leave of absence, in consequence of delicate health, the returns referring to his district are imperfect.

A.—*Distribution of the National Schools: does it accord with the Distribution of the Population?*

The object of this query, as I understand it, in the form of annual report for district inspectors, is to elicit information as to whether the national schools are situate in localities populous enough to furnish in each case a sufficient average daily attendance. In this sense the query may be said to have been answered affirmatively by all the inspectors, for, according to their returns, the number of schools commanding an annual average daily attendance of *less than* 30 *pupils*, is very small in most of the districts. In the Mallow and Bantry Districts, however, one-fourth of the schools, and in the Killarney District one-fifth, appear to be of this class. In the other districts such schools average about 12 per cent. of the total number; and I may add that most of these small schools are extremely useful. But the inspectors generally answer this query as if its object was to ascertain whether the existing schools were sufficient to supply the educational wants of the populations of their respective districts, and they agree in stating that they are more or less insufficient.

Mr. *O'Callaghan*, Limerick District.—"There are some localities in which the attendance is unusually large, and where additional schools, conveniently placed, might be advantageously established."

Mr. *Robinson*, Newcastle District.—"In my previous reports I had occasion to note the inadequacy of the supply of national schools, when compared with the population of this district. I am sorry to be unable to record in this report any very marked increase in their number during the past year. From a due consideration of all the circumstances that bear upon the matter, I have come to the conclusion that at least 150 schools are necessary to supply the educational wants of the people in those portions of Cork, Kerry, and Limerick, over which I am placed. There are, however, just now but 98 on the roll, leaving a deficiency of 52 to be provided from time to time. Three schools were added in 1858, one in 1859, and four in 1860 (not reckoning seven applications for new schools as yet undecided by the Commissioners, but which I have every reason to hope will be favourably considered). This gives on an average an increase yearly of about three—an increase very small indeed when the importance of the question is considered, but still an increase. I expect to commence 1861 with 105 schools on the roll, and I hope that many of the 45 schools which will then remain to be provided, will be established during the year. These 45 schools are necessary for three important reasons—(1), to provide the means of education in districts hitherto totally neglected; (2), to diminish the attendance at overcrowded schools already in existence; and (3), to promote regularity of attendance by withdrawing some of the most important of the agencies which tend to retard it."

Mr. *O'Loughlin*, Mallow District.—"Additional schools are required in some localities; but, so far from thinking that any of those already established are superfluous, I am convinced that if there were active management and efficient teaching, such as are now suspended might soon be re-opened. Three, however, have been provided within the past year, and two more only await the appointment of teachers. Others are in contemplation."

Mr. *Macnamara*, Killarney District.—"The distribution of the National Schools in this district may be considered to accord on the whole justly with the distribution of the population. When the projected National Schools vested in Commissioners (13 in number) shall have been erected, the educational requirements of the district will be more fully satisfied. In addition to the projected schools to be vested in the Commissioners, there will soon be ready for opening two new school buildings, to contain male and female departments, which are in process of erection, at the sole expense of Lord Castlerosse. His Lordship intends to place these schools, when in operation, in connexion with the Commissioners. It may be stated that at no distant period the educational wants of the entire district will be amply supplied as respects the number of National Schools in it."

Mr. *Sheehy*, Cork District.—"In the country parts of my district the distribution of the National Schools agrees very well with the distribution of the population. But in the city of Cork they are too few in proportion to that part of the population for which the National Schools were intended. However, there are a great many, and some of them very large, schools not connected with the National Board, that supply in a great measure the want of National Schools. I mentioned in my report for 1859 that three schools under the management of a clergyman of the Established Church were taken into connexion at the close of that year; and I have now to state that they are in a flourishing condition, affording a good English education in the city of Cork, to about 200 children, chiefly of the Established Church, and exhibiting to those who visit them, and attend the examinations held in them, very fair specimens of National Schools under an active and zealous manager."

B.—*Nature and Amount of Accommodation in the Schools.*

Mr. *O'Callaghan*, Limerick District.—"The accommodation for all the schools, except the Model, Convent, and Workhouse Schools, is comprised in one room. In a few there is a porch attached, in which are fittings for hanging caps and cloaks. In most of the schools there is not sufficient space clear for class teaching, even on the bipartite method of conducting the business."

Mr. *Robinson*, Newcastle District.—"Out of 96 schools in operation in my district, no less than 29, or over 30 per cent., were originally built either for a farmer's residence, or in imitation of his barn. Two of these 29 were actually stables, and one a stable loft, to enter which the children must pass through a very filthy farmyard. The walls of these houses are almost always low, and in many cases built of mud. The roof is thatched, and the windows are of that small and bad description common to the peasants' houses of the country. In fact, instead of the farmer imitating the buildings of an institution supported by the State, these buildings appear to have been designed after the models the farmer himself supplies. Of the remaining schools, most appear as if they had been specially designed, however imperfectly that design is accomplished, for their present use. Some few of them are very ornamental, and their sites picturesque and healthy. Others, again, could be made to appear neat and tasteful by a little attention on the part of the teachers; and I regret to record that these officers are anything but careful in the arrangements of their school grounds. They never think of planting a few ornamental shrubs, or a few flowers, or of forming a grass-plot before the door. They are not hindered by the expense; they act partly from the uncertainty of their position, but principally from a deficiency of taste, and from believing that things are very well as they are. I propose during my next tour of inspection to obtain the managers' influence to effect this object; and in the cases where I hope to be successful, I shall recommend the grant of a premium to encourage their own efforts, and stimulate others to similar ones."

Under this head of school accommodation, Mr. Robinson has made the following remarks in reference to *residences for teachers*:—

"I am not an advocate for the teacher's residence being actually attached to the school-house. I think the residence should always be about a quarter or half a mile distant. When under the same roof there is a strong temptation to go out and in for a few moments now and then during the day, even with men and women who are unmarried; but in the case of women who have families to attend to, the temptation is so very strong that it must be yielded to, to the detriment of the public service. Farther than the distance I mention would be productive in many cases of considerable inconvenience. Half a mile is the most suitable distance, as it not only sufficiently prevents the temptation to visit home occasionally during the day, and is free from inconveniences arising from over-fatigue, &c., but from its tending to keep the teachers healthy. A walk of half a mile before and after school promotes bodily vigour; and there is no office, purely literary, in which bodily vigour is more necessary to success than that of the teacher. But that a house of some sort should be provided for every teacher, is in my mind absolutely necessary. It tends not only to obtain, but also to retain good officers. Living in lodgings destroys the freedom of the teacher, and prevents his studying satisfactorily. In towns, a man may obtain lodgings in which he can command sufficient privacy; but in the farm-houses of the country such is quite impossible. In many parts of this district the teachers are unable to procure any fixed residences whatever. They are forced to move from one farmer's house to another, and teach the children of each after-hours, as compensation for the accommodation thus afforded. In such cases the study which is necessary for their own advancement, and a fit discharge of their daily duties, is out of their power. . . . In respect to the dwellings of the teachers, we are now quite as we were many years ago. While the national system has been gradually improving, and gradually throwing aside the various clogs that retarded its progress, that very material obstacle supplied by the condition of the teachers' dwelling-houses has been overlooked. The influence of home upon him, as a moral and literary educationist, has not been sufficiently considered. We have had regard to his mental skill merely, and we have almost entirely passed over the circumstances under which alone that skill can be fully called into effective existence. . . . . Last year was productive of a movement in favour of 'improved dwellings for the poor;' it would be well were it to embrace 'improved dwellings for the teachers.' The Commissioners in their Report for 1835 state—'we are also of opinion that teachers should be furnished with apartments adjoining the school;' I hope that some steps may eventually be taken to carry out what they thus approve of. I would recommend that dwellings should be built adjoining every vested school. The State, I think, should contribute to what I have endeavoured to show exercises a very strong influence over its interests."

Mr. *Lawler*, Clonmel District.—"The accommodation is in general sufficient. The Killusty National School is the only one too small for the numbers sometimes in attendance."

Mr. *Nixon*, Tralee District.—"In the convent, workhouse, and vested schools, the amount of accommodation is in general sufficient for all school purposes: while in the non-vested schools it is in several instances much too small."

Mr. *Barrett*, Macroom District.—"Considerable improvement has taken place in this particular during the past year, and this improvement is almost entirely due to the kind and judicious aid given by Vere Foster, Esq. Several of the school-houses in this district have had their floors boarded, their walls lined with boards, and their general suitability improved by those grants; and in consequence of those improvements, nearly half of the school-houses now afford accommodation which, so far as it goes, is suitable; but the amount is not at all sufficient for the number of pupils in attendance."

Mr. *O'Loughlin*, Mallow District.—"Some of the schools are overcrowded. Some suspended for want of a sufficient number of pupils in attendance; but in the great majority of cases, the accommodation and attendance are fairly proportioned."

Mr. *Macnamara*, Killarney District.—"On the whole, it is satisfactory to be able to state that the amount of room and accommodation in the school-houses of this district is adequate to suit the convenience of the teachers, &c."

Mr. *Hickey*, Bantry District.—"The accommodation in the schools is fairly proportioned to the attendance of the pupils, except Dawrus male and female, Rossmacowen male and female, and Tulloha male and female, which, though vested schools, in my opinion, require to be enlarged."

Mr. *Sheehy*, Cork District.—"Omitting the Poor Law Union and Prison Schools, as also two others that have been closed some time, the average attendance in each school of the district has been 81·6 for the past twelve months, and the average accommodation of each for the same period 120. In one of the schools, however, the average equalled the number that could be accommodated, and in ten it exceeded it. All of these schools, with a single exception (St. Nicholas Convent School, Cork), are situate in villages or the country parts of the district."

C.—*State of Schools generally, as to Supply of Lesson Books and other School Requisites at Reduced Prices, for Sale to Pupils.*

The Inspectors in charge of the Limerick, Tralee, Macroom, Mallow, Killarney, and Bantry Districts, report that, on the whole, their schools were kept fairly supplied with books and other requisites during the year 1860.

Mr. *Robinson*, Newcastle District.—"We should consider—(1), is a bad supply of books and stationery for sale to the children an evil? (2), does it exist? and (3), can it be removed by the powers vested in the Commissioners? As to the first, it is scarcely necessary to produce any arguments to prove that a bad supply of books and stationery is an evil. It is self-evident that the business of writing, dictation, arithmetic, reading, &c., cannot go on satisfactorily or in an orderly manner without a regular and adequate supply of books, pens, slates, and paper. . . . . The question now arises, does that evil exist in the majority of National Schools? I answer now, as I have done for several years past, that unfortunately it does. In proof of this, I beg to state, that for the year 1860, the total amount of books and requisites purchased, at reduced rates, was only 195 *l.* 13 *s.*, being an average of about 3 *d.* for each child passing through the school. In the total sum, however, is included the money paid for clocks, spelling and reading tablets, arithmetical cards, maps, &c., for use in the schools. If this were deducted we should find that the amount of books for sale to each child was about 2 *d.* This fully proves how exceedingly inadequate the supply was. . . . . Lastly, can the evil be removed by the machinery which the Commissioners can call into force? It is clear that the method of checking the evil just now practised cannot succeed. For 1858 the amount was about 3 *d.* for each child. It was 3¾ *d.* in 1859, while it is barely 3 *d.* in 1860, showing a decline instead of an improvement. When a school is reported as badly supplied with books, the manager receives a letter from the office, trusting that he will be good enough to provide a sufficient stock for sale; but the manager seldom or never pays the slightest attention to this letter, and there the matter ends. At the next visit a similar letter is written, which is similarly treated. If this system be continued, the same result will always follow. . . . . My impression is, that the duty will never be done until the teachers do it. Until a punishment is attached to a bad supply of books, just as to bad answering or to a want of cleanliness, or to any of the other matters which interfere with the prosperity of the school. I am aware that this will press inconveniently upon some; and I am also aware that the burden should, in strict justice, fall upon the managers; but the interest of the schools are so much sacrificed by the present arrangements, that a change is imperatively called for; and the one now proposed, if not the most correct, appears to me to be the most practicable. The burden would not be a great increase to that which they already bear; for though under the present rules the duty is nominally the manager's, the discharge of it is virtually performed by the teachers. I would recommend, however, as I have done before, that special premiums should be set aside for rewarding those who perform this duty most satisfactorily."

Mr. *Lawler*, Clonmel District.—"Of the eighty-four National Schools in operation in this district, I found, during last term, sixty sufficiently supplied with requisites for sale to pupils, and twenty-one not sufficiently supplied; three are Poor Law Union Schools, which are well supplied with requisites, but of course not for sale."

Mr. *Sheehy*, Cork District.—"Twenty-five good, forty-eight fair, twenty-two middling, and seven bad. The amount of books and requisites, not including apparatus, purchased by eighty-two town and rural schools during the past twelve months, is 252 *l.* 10 *s.*, or 3 *l.* 1 *s.* 7 *d.* on an average by each. There are nine other schools, however, which

received no sale stock during the same period; but of these, five were supplied from some of those that I first mentioned. The reasons usually assigned by teachers for not sending for books is want of means, though others not so well paid keep their schools supplied. Were the teachers to inspect the pupils' books every morning when examining as to cleanliness, there would be more care taken of them, and the lower classes would be better supplied than they have been hitherto."

D.—*Character of the Pupils' Attendance throughout the year, whether Regular or Irregular.*

Mr. *O'Callaghan*, Limerick District.—"There has been no change in the character of the attendance as described for former years. The same causes still exist to render it fluctuating, of which the principal is the occupation of the children in farm or factory work."

Mr. *Robinson*, Newcastle District.—"There is no change for 1860, as compared with 1859."

Mr. *Lawler*, Clonmel District.—"Owing to the unfavourable weather for harvest operations, the attendance, during the last term of the year, was very irregular."

Mr. *Nixon*, Tralee District.—"In consequence of the unusually wet summer many of the younger children were unable to attend, and during the autumn months the elder pupils were obliged to remain at home to assist in harvest operations, owing to the scarcity of labourers, and to the high rate of wages that must now be paid them."

Mr. *Barrett*, Macroom District.—"Attendance, as in previous years, is, on the whole, irregular. In the town schools it is pretty regular; but in the rural schools, which constitute the vast majority of the schools in this district, the attendance is subject to considerable fluctuation, caused chiefly by the demand for assistance in agricultural operations in spring and autumn, the severity of the weather in spring and winter, and the prevalence of epidemic diseases at various seasons throughout the year."

Mr. *O'Loughlin*, Mallow District.—"Irregular. The scarcity of hands for agricultural labour, and the readiness of parents to employ their children at such, even when not necessary, may be set down as standing causes of irregularity of attendance. And during the past year they have been unusually active in their operation in consequence of the unfavourable seasons, which obliged the farmers to be constantly on the watch for a moment of fine weather, and to have all, young and old, ready to turn it to account in saving the perishing harvest. In the rural districts, therefore, the progress of the schools has not been so marked as in former years. In the towns there is the usual drawback: the chronic negligence of the parents."

Mr. *Macnamara*, Killarney District.—"Throughout the year the character of the attendance of the pupils was, as in past years, irregular. The irregularity arose from the same causes as were described in former reports, viz., the necessity of attending to agricultural operations, increased by the scarcity of labourers, various accidental circumstances, as epidemics, bad weather, the necessity of attending to religious instruction, and other causes. Against the impediment of irregular attendance National Education is destined to struggle permanently in this district, as the removal of its main causes is a social impossibility."

Mr. *Hickey*, Bantry District.—"Nothing very remarkable observed in this respect. The attendance as to regularity maintained a fair average character."

Mr. *Sheehy*, Cork District.—"The pupils, on the whole, were more regular in their attendance during the past year than the one preceding it; but in the morning they have not attended more punctually, except in the cases of organized schools, and a few others. Even in organized schools the morning attendance fluctuates very much once the organizer has left them, and from no other cause I know of than that the teachers neglect to carry out the practical hints given them with the view of securing punctuality of attendance. One of the teachers in my district tells me he adopted the following plan to secure regular attendance in the morning. He got one of the pupils to take down the names of those who came late, and the number of minutes they were late, and kept them in the evening twice as many minutes after the others were dismissed. Repeating this experiment a few days in succession, he found it so successful that he has no occasion for continuing it."

E.—*General Observations as to Proficiency of Pupils found in attendance at Inspection made during the year.*

Mr. *O'Callaghan*, Limerick District, says, in reference to reading, including *oral* spelling and explanation:—

"Spelling from dictation, with explanation of meanings, is taught fairly in the schools; it is found the most effective method of advancing the intelligence of the first class. With respect to reading, the success consists chiefly in the acquirement of ease and fluency, scarcely any regard being paid to the principles of a correct and expressive style. It must be owned, that the teachers themselves are almost incapable of giving their pupils just notions on this subject, their own manner of reading being, for the most part, disfigured by gross infringements of the laws of accent and of emphasis. I have not yet met, in any of the schools, a pupil able to read or to recite, with ordinary taste or propriety, a passage from

from any of the pieces of poetry given in the lesson books. I propose, during the present year, to bring this great deficiency specially under the notice of the teachers.

"I shall require, on future visits, from the senior classes an acquaintance with the leading principles laid down in the Literary Class Book for correct reading.

"*Penmanship*.—The inability of the teachers to give scientific or methodical instruction in this branch is deserving of notice; their own performances in penmanship are extremely inexact and inelegant; there are only three teachers in this district capable of executing a piece of penmanship in a finished and schoolmasterlike style. It must be admitted that few of them write in a manner superior to that common amongst the farming class about them. The consequence is, that examples of questions in arithmetic or mensuration, or the sets of book-keeping entered on paper by the pupils, are generally most discreditable performances. In such exercises, therefore, the opportunity thus offered for impressing the pupils with ideas of neatness and uniformity is mainly neglected. Of the different methodical plans, laid down by skilful educationists, of teaching this important branch, many of the teachers are totally ignorant. I sometimes ask them to point out in the copy-books of their pupils even a single letter formed in accordance with strict rules, or the principles of proportion given in works on the subject, and the inquiry urges them to a scrutiny which very often ends in utter failure. The results, however, of this unscientific direction are not so unsatisfactory as might be expected. Many of the pupils, by sheer perseverance in efforts to imitate the copy-lines, succeed in acquiring a style of writing sufficient for the requirements of the common business transactions of country life. Very few, except in Model Schools, are found to attain to a style at once elegant and exact, or at all proficient in aids for decoration afforded by the practice of ornamental penmanship. These remarks apply to the male pupils only; in the female schools the results are generally very satisfactory. I beg to recommend that at future examinations of the male teachers, that, in addition to what is now required of them, to write some word in large hand, they should be asked to exhibit the same word in Roman letters, and in those of the German text.

"*Arithmetic*.—I have to notice decided progress made in this branch during the past year. The principles of the science are beginning to receive more attention, having been heretofore too generally neglected. In the practice, too, improvement is discernible in the adoption of the neater and more concise methods of solution. The teachers, however, are not yet sufficiently careful in requiring from their pupils due attention to the neatness or symmetry of the operations on the slates, a neglect which results in an aggravated disfigurement of the work when exhibited on paper. I have pointed out to the teachers the use of the black board as a remedy for this defect. The teacher, or one of the pupils of the class under his immediate direction, should exhibit in correct form on the black board, in the presence of the whole class, an example under the particular rule in which they are to be instructed; a subsequent examination of the slates to ascertain the strict coincidence in form of the pupils' work with that on the black board, would be thus made an intelligible task.

"*Writing from Dictation*.—This branch is now taught on correct princip es. Mr. Sheridan, in his Report for the year 1858, drew attention to the mode of conducting this exercise generally adopted by the teachers, which, he remarked, must be regarded rather as a method of testing the actual proficiency of the pupils, than one calculated to advance their proficiency;—that in fact, it was examining in, and not *teaching* the subject. Impressed with his views, I introduced the plan suggested by him into all the schools of the district. The experiment has been most successful wherever it has been made intelligently, and faithfully carried out. I have also suggested to the teachers the advantage of conducting the exercises once a week, at least, on pape , and not to restrict their supervision to the corrections of the spelling, but to extend it to other points—neat and careful writing, proper division of the syllables at the end of the line, &c. I have also recommended them to keep a special book for recording the errors in spelling made in the daily exercises, and to make these errors the subject matter of subsequent dictation, either by sentences formed by the teacher himself to contain most of the mis-spelled words; or simply by obliging the pupils to write each of them five or six times, until the eye becomes perfectly familiar with the correct form. I intended to give special attention to this branch, and feel confident that I shall be able in my next Report to announce gratifying results in regard to this important and most interesting part of the school programme.

"*Grammar*.—Pretty fairly taught. It must be admitted, however, that the pupils, in parsing sentences, use in too many instances grammatical terms without clearly understanding their meaning; a vigilant exercise of judgment is not sufficiently stimulated. I have recommended, as an occasional exercise for the senior classes, the correction by pupils themselves on slate or paper, of examples of ungrammatical sentences given in our school grammars.

"*Geography*.—The proficiency in this subject is fairly satisfactory. Some of the teachers possess far more tact and information than others, in making the lessons on the maps both interesting and instructive. The information given in the text books, as to historical events, natural history, commerce, &c., is too frequently neglected. I have brought this defect specially under the notice of many of the teachers."

Mr. *Robinson*, Newcastle District, in reference to *reading*, including *oral* spelling and explanation:—

"There is an improvement perceptible in the character of the reading as returned for 1860 when compared with 1859.

"*Penmanship.*—The numbers for 1860 show an improvement.

"*Arithmetic.*—An improvement perceptible in notation, and a marked improvement in compound rules and proportion, but, I regret to add, a falling off in simple subtraction. I shall pay attention to this defect during next year.

"*Writing from Dictation.*—In this there has been a considerable decrease of efficiency. It may be partially accounted for by my having conducted the examinations during 1860 on paper. Although an exercise so conducted forms the most correct test, it also forms the most difficult one. I have also found that there are nearly as many—in some schools a greater number—ranked under the head of 'ease and correctness' as under the inferior head of 'tolerable accuracy.' I argue from this that writing from dictation is principally taught to the senior classes only, and that the third class children practice it at rare intervals.

"*Grammar.*—In this subject a considerable improvement is perceptible, but a great part of this also may be accounted for by my exclusion of second class, during the 'Primary' examination, from the grammar class. In 1859 I examined them under the head of 'Parts of Speech,' but as they are only required to know three of these, I thought it advisable to exclude them entirely in 1860 from the examination at which I tabulated the answering. During the other two examinations I tested their answering in this as in other subjects.

"*Geography.*—The answering appears to have declined under the first and third heads, and to have improved under the second head. The greatest falling off was under the head of 'Outlines of the Map of the World.' I shall devote my attention to the removal of this defect during 1861.

Mr. *Lawler*, Clonmel District, says, in reference to *reading*, including *oral* spelling and explanation:

"Fair attention is in general paid to this branch, in which the proficiency is, on the whole, satisfactory. There are, however, a few schools in which, the teachers being great mathematicians, sufficient importance is not attached to reading and explanation. In one of these schools lately I found the pupils of the fourth class very ignorant of the meaning of the words occurring in their lesson, and, as a natural consequence, very bad, unintelligent readers. Young children, being taught to read and spell from the commencement, learn to read the first book of lessons in a very short time. Spelling sentences orally is practised with good effect in all the schools by all the classes.

"*Penmanship.*—On the whole, the penmanship throughout the district is better than I found it in any district in which I had been previously located. In some schools it is excellent, the teachers of which are excellent writers themselves. In no branch taught in our schools is the teacher's manner so closely imitated as in this. If he be a good penman, so, in general, will be his pupils; and if he be a bad one, his example will be copied by his pupils, and grow into a habit which it will be almost impossible to get rid of ever after. Good penmanship, therefore, should be looked upon as a very important qualification in a National School teacher.

"*Arithmetic.*—The proficiency in this branch is, in general, satisfactory throughout the District, as regards the practice; but as regards the theory of numbers, and the *rationale* of the rules of arithmetic, much still requires to be done. Having directed the attention of the teachers to this part of the subject, I expect that I shall next year have the satisfaction to report considerable improvement in it, at least among the higher classes.

"*Writing from Dictation.*—Fair attention is paid to this branch, and the improvement made in it within the year has been on the whole very satisfactory.

"*Grammar.*—This is the great stumbling-block. In correct parsing, all the schools, not excepting even the Clonmel Model School, were, until lately, very deficient. During last term of this year, I found the parsing in general good, but, strange to say, many good parsers had forgotten the definitions of grammar, owing, I cannot help thinking, to the fact, that there are two different text-books on the subject used in our schools—the words of one confusing those of the other in the minds of the pupils and teachers. The method of conjugating and parsing the verb too, in both, being different from that of Murray, which is generally recommended by the Inspectors, is another source of great embarrassment to both pupils and teachers. To obviate these inconveniences, the use of one text-book on grammar, and a uniform method of parsing, should be insisted on in all the National Schools.

"*Geography.*—Except in a few schools this subject is well taught in the district.

Mr. *Nixon*,

Mr. *Nixon*, Tralee District, says, in reference to *reading*, including *oral* spelling and explanation :—

"In many schools the reading was unsatisfactory, owing principally to a bad accent and incorrect pronunciation; and I have constantly endeavoured, in the course of my inspection, to impress upon the teachers that the highest importance is attached to good reading, and that, therefore, they should give the reading their most careful attention. After finishing the reading lesson, the pupils of each class are exercised in oral spelling and in explanation of words. In oral spelling the answer is usually respectable, but in the meaning of words, great deficiency is frequently shown.

"*Penmanship.*—Writing is taught with much care in this part of the country, and with few exceptions, both teachers and pupils write well; in the convent schools particularly, the writing of the senior classes is excellent, both as regards execution and style. It would, in my opinion, be a very great improvement, and would also economise much time, if the copy books were so prepared as to have the precedent or copy line at the top of each page, and similar to those now in use in many respectable schools in large towns, but which are not in connexion with the National Board.

"*Arithmetic.*—In too many cases this branch is not taught with that degree of care that the subject requires. It is made a dry exercise of the memory, and pupils are not unfrequently found unable to account for the several steps of the process in some of the simplest questions in the compound rules and proportion, much less to give anything like the reason of the rule by which such questions are solved. It has always been my object, in examining upon this most necessary branch of knowledge, to see that the pupils are well grounded in the elementary principles, and are made to possess a correct notion of notation and numeration, as well as to have been made acquainted with the more useful tables; and this much once acquired, the study of arithmetic, under a judicious teacher, becomes to the youthful mind a profitable and a pleasing intellectual exercise.

"*Writing from Dictation.*—The importance of correct spelling being now so generally known and felt by all classes of society, writing from dictation is receiving a due share of attention in the greater part of the schools under my charge, and the pupils of about the two-thirds of them are able to write any ordinary passages from the Third or Fourth Books very fairly. The 'Spelling Book Superseded,' used in the National Schools, has contributed much to improvement in orthography in all the schools throughout the country.

"*Grammar.*—Grammar, though so necessary in order to pass respectably through the world, is not as well understood as might be expected. Only the pupils of about half the number of schools in my district have a tolerably correct knowledge of the subject, and even many of these, when subjected to a searching examination, betray great ignorance of the application of the rules and principles of grammar. Composition should be more extensively taught, and the pupils of the fourth class, at least, should be required occasionally to write a short essay on a given subject, to be named by the teacher; these exercises should be carefully examined by him in the presence of the whole class, and mistakes pointed out, at the same time explaining to the pupils what rules have been violated. It is only in this way—by a proper application of its rules—that grammar ever will be understood with profit by those to whom it is taught.

"*Geography.*—This part of the school course, geography, is very carefully taught by the teachers in general, and to a fair proportion of the pupils in attendance at their respective schools. The large maps granted by the Board are chiefly used in teaching the junior classes, which classes are usually instructed by lecture and subsequent interrogation. The study of mathematical geography, even the elementary portion, is in a great measure confined to those schools in which a fourth or a fifth class is to be found. The third, fourth, and fifth classes, make use of text-books, and are also instructed by lecture and interrogation."

Mr. *Barrett*, Macroom District, says, in reference to *reading*, including *oral* spelling and explanation :—

"The general proficiency in this branch is middling; the reading of the pupils of the third and lower classes, in most of the schools, is characterised by inaccuracy, monotony, and mispronunciation. In the fourth and higher classes, however, a large number of pupils have acquired a fair and useful amount of proficiency. In oral spelling, the answering, generally, has been very fair, and in many schools, the rules for spelling are fairly known; but in explanation of meanings of words and sentences, the general proficiency is very unsatisfactory. The meanings of a large number of the words in the Lesson Books are not understood by the pupils, and many teachers are unable to explain them. Neither teachers nor pupils refer to the dictionary for the meanings of the words they do not understand; and even if they did, they would seldom be able to select the meaning suitable to the word, in the sense in which it is used in the sentence before them. I would, therefore, suggest to the Board to consider the expediency of having marginal or parenthetical explanations of some of the words of the lessons, given in the next edition of the Lesson Books. The word "climate" in the lesson on Europe in Third Book, is an instance of the sort of explanation to which I allude.

"*Penmanship.*—

"*Penmanship.*—The general proficiency in this branch is only middling; in the higher classes in the female schools, and in some of the male schools (six), the penmanship is fair, and a large number of the pupils have acquired a very useful amount of proficiency; but in the greater number of schools this branch is not well taught, and the proficiency is unsatisfactory.

"*Arithmetic.*—In practical arithmetic, the general proficiency is fair; but in the theory of arithmetic, the proficiency is not satisfactory. The teachers have much difficulty in raising the proficiency in the theory of this branch, as they have to begin with definitions, and many of those within their reach are by no means accurate. The teachers, however, devote considerable attention to the subject, and the principles of the rules are consequently coming to be pretty fairly known.

"*Writing from Dictation.*—The proficiency in this branch is very fair. In many schools in which there are no fourth or higher classes, and but few pupils in third class, the proficiency in this branch is low; but in schools, in which there are fourth or higher classes, the proficiency is pretty good. In the principal schools in the district, I have found the advanced classes so expert in this branch that I did not consider it necessary that they should continue to devote much more of their time to it. I therefore suggested that, instead of writing from dictation, they should write from memory the substance of some lesson previously learned by them. This practice, I consider, would improve their spelling as much as writing from dictation would; would also improve their knowledge of the Lesson Books, and, what is greatly needed, would improve their style of composition. The suggestion was acted on for some time in all the schools in which it was made, but it has been followed out in only two. In the Macroom Male School an exercise of this kind is given every Friday, and in the Millstreet Female School the nuns teach composition with perseverance, earnestness, and success.

"*Grammar.*—General proficiency pretty fair. A large number of pupils can distinguish the parts of speech, and many can parse sentences syntactically, and explain intelligently the corrections of ungrammatical expressions in their localities—such as 'Give me them books;' 'Says I;' 'Who are them?' 'I am here for the last hour;' 'He told the story to you and I;' &c. But the pupils generally leave school about the age at which they can make most progress in this subject.

"*Geography.*—General proficiency pretty fair. In local geography the proficiency is very fair; the subject extensively taught from maps, and, owing to the excellence of those furnished by the Board, the pupils generally have a very fair knowledge of the relative positions of places. The higher classes of the male schools are not without some knowledge of the principles of mathematical geography, but the statistical portion of political geography is not satisfactorily known."

Mr. *O'Loughlin*, Mallow District, says, in reference to *reading*, including *oral* spelling and explanation:—

"Generally speaking, the reading is coarse, monotonous, and mechanical. Many of the teachers pronounce incorrectly—still more do the pupils. This, however, is only a secondary defect, though still an important one. What I mainly find fault with is, that the pupils repeat the words without understanding either the individual or collective sense of them. Hence, it is, that as reading is the source of most of their knowledge, the latter is the same half-understood thing as the former.

"*Penmanship.*—As writing is a purely mechanical operation, the main things essential to success in it are proper appliances, taste, and practice. The last is amply provided for by the every-day arrangements of the schools. Taste, in a matter where there is room for so little variety, is but another name for attention, and is, therefore, always at command; proper appliances are still, I regret to say, by no means so common in the schools as they ought to be. Paper is seldom superabundant; and notwithstanding the advantages offered by the Board, generally shows a large proportion of the rubbish purchased in the shops; the ink is invariably scarce, and so curdled and gritty as to be almost unfit for use; the pens are, in a word, abominable—mere rusty bits of iron, which, scraping, sticking, and spattering, make writing a physical impossibility. In order not to disfigure my note-book with them and the ink, I have always been obliged to carry about with me some for my own use.

"*Arithmetic.*—This subject receives its due share of time, and appears to be considered a leading one in most schools, yet it is, after all, not really well understood. Too much of the old hedge system is allowed to prevail in the mode of teaching it. Dry rules committed to memory, the sums as given in the book duly gone through by means of a mechanical formula, difficulties not cleared up or at all explained, but the pupils lifted over them, so to speak, by the master—these constitute the teaching and the learning of it. Hence it is, that though the pupils show a considerable degree of expertness in disposing of questions proposed in a certain routine way, they break down utterly whenever the questions are so involved as to require the knowledge and application of *principles*. The teachers, in a word, do not explain the processes as they go on, so as to make them familiar to and understood by the learners. If the black-board were used oftener, instead of allowing

ing the children to sit in the seats poking blindfold through the book, more desirable results would be obtained.

"*Writing from Dictation.*—In many schools the proficiency arrived at in this subject is very creditable—in most it is fair. The time given to it, however, is not economized to the extent it might be. Teachers, for example, after the exercises have been written, very often content themselves with looking over each and marking the errors, sometimes without a word of comment. This, where the class is large, takes up a great deal of time, besides being in other respects objectionable. The plan of making the pupils exchange slates, and correct one another, as the teacher spells out the words aloud, is in every respect preferable—it saves time, excites the attention of the children in finding out the mistakes of their neighbours, and not only shows them where the spelling is incorrect, but how to correct it.

"*Grammar.*—Next to reading, grammar is the worse taught subject in the school course. There is scarcely a line of it that does not require explanation, and this is the very thing it does not get. The teachers, in many instances, as their examinations have over and over again shown, are not able to give it. Nor am I surprised very much, for some of the rules, as stated in the books, are beyond the reach of human comprehension. An 'adjective,' for example, 'qualifies a noun,' but a noun is the 'name of *any* person, place, or thing;' therefore, an adjective qualifies or *tells the quality* of the *name* of, &c. One could imagine it expressing the quality of the *thing* which the noun stands for or represents. In the phrase 'I am he,' a child must be told 'am' is the verb, because, as the rule says, 'it implies *action* or the *doing* of something.' The definition of the 'adverb' is as bad as that of the adjective. The preposition shows the relation between *words; et sic de ceteris.* But, apart from the consideration of points like these, grammar, so far as its practical object is concerned, is not properly taught.

"*Geography.*—The extent to which a knowledge of geography is acquired is one of the main distinctive features of the National Schools. In the hedge schools it is unknown; in the middle-class private schools it exists but in name; in very few of the best schools in the country can it be said to be successfully taught. Perhaps too much time and attention are given to it by our teachers, especially as regards the junior classes of pupils. To make these *read intelligently* ought to be the first aim of a teacher—that step gained, they will be able to help themselves in acquiring a knowledge of other matters."

Mr. *Macnamara,* Killarney District, says, in reference to *reading,* including *oral* spelling and explanation:—

"The proficiency of the pupils in reading, estimating its elements collectively, may be justly described as being of useful satisfactory quality. The enunciation, however, is rendered unpleasant generally by monotonous tone, indistinctness, and some amount of mispronunciation. Those defects might, in chief measure, be eradicated if the teachers informed themselves as to the manner in which the sounds of the voice are produced. Pupils should be required to use the lungs more freely, and a nicer, more exact employment of the organs of articulation should be taught. Much attention is paid to explanation; sometimes, according to the measure of the teacher's capacity, it is intelligent and interesting; sometimes it is far otherwise. The pupil's ability to explain is commensurate with that of the teacher, as a general rule. The proficiency in oral spelling is creditable in all the schools.

"*Penmanship.*—The proficiency in penmanship is not, on the whole, as satisfactory as that attained in nearly all other school exercises. A great oversight in the manner of teaching this important art generally prevalent is, want of detailed instruction in the elements of good *writing.* Pupils should be taught from the black-board what it is which makes letters good letters, and *vice versâ* with bad letters. The elements of symmetrical writing should be shown to consist in uniformity of height, breadth, slant, &c. The absence of these good elements should be shown in bad letters, made for the purpose on the black-board. Pupils may copy from copperplate copies for years without reflecting why the copy is good and theirs bad writing.

"*Arithmetic.*—The proficiency in this important subject is for the most part of a practical nature. With the more grown pupils it is a favourite study, arising from the special importance attached to it in the general estimation of parents. The scope of the general amount of proficiency attained is such as to fit the pupils for the ordinary mercantile and business operations of the country. But a small proportion of the pupils remain at school to a sufficiently late period to enable them to acquire sound theoretic acquaintance with the subject, and a fair knowledge of higher branches.

"*Writing from Dictation.*—Very fair skill is attained in writing from dictation. It is nearly in all the schools daily practised by the senior classes.

"*Grammar.*—In many schools this subject is superficially taught; and though the senior classes in all the schools can parse easy sentences correctly, only in a few is there to be found well-directed study of the text-book, accompanied with ample explanation and examination. The subject, as a general rule, is much more thoroughly taught than in former years, however. The 'Spelling Book Superseded' receives a very considerable amount of attention, and with the good effect to be expected.

"*Geography.*—The proficiency in geography consists, for the most part, in acquaintance with the principal maps published by the Commissioners. By the senior classes in a large proportion of the schools text-books are studied, and as the subject is easy, the amount of acquaintance with these text-books is greater than with others which the pupils study."

Mr. *Hickey*, Bantry District, says, in reference to *reading*, including *oral* spelling and explanation:—

"I find that these important subjects receive throughout this district the attention they pre-eminently deserve; in the majority of the schools the proficiency is over an average, and what appears to me most satisfactory, as being what may not be so much expected in this remote and wild locality, the pronunciation of the pupils and teachers is remarkably free from provincialisms and false intonation.

"*Penmanship.*—Though very considerable progress has taken place in the schools in this regard, a great deal is still to be done. I have been so much impressed with the necessity of promoting improvement and efficiency in this all-important branch of education, that I omit no opportunity of examining most particularly into the progress going forward, and I am happy to be able to state that much gratifying results may be expected in a short time throughout the district. Very few, if any, of the teachers themselves write a poor or negligent hand.

"*Arithmetic.*—The proficiency in this branch is remarkably good, as, for example, in examinations for the place of paid monitor, I have no difficulty in finding several candidates, male or female, in many schools, to whom I do not consider it unreasonable to propose this question, or such like—'3 cwt. 2 qrs. 16 lbs. cost 13*l.* 17*s.* 9*d.*, the value of 19 cwt. 3 qrs. 14 lbs? The quantities to be reduced to mixed numbers, and the question to be worked by proportion, in fractions.' Much attention is beginning also to be paid to the theoretical principles of the art. As I consider that the value of arithmetic as an art practically useful and indispensable in the business of life, and as a most important means of developing the capacity and intellectual faculties of youth, cannot be overrated, I never, in any case, omit fully examining the entire business of this branch at my inspections. I find a natural aptitude in the minds and dispositions of the pupils for the study of this science; how far this feature of mind may be characteristic of the Irish peasantry I leave to the philosophic and studious in such ethnological questions to consider, and I shall barely content myself with recording the fact, of which I am fully cognizant.

"*Writing from Dictation.*—Fair attention is being paid to this useful exercise in all the schools.

"*Grammar.*—All pupils beyond First Book are taught grammar, commencing with the simplest elements, and the progress generally is very satisfactory. The teachers are all excellent grammarians, and parsing is well taught to the higher classes in the majority of the schools of the district.

"*Geography.*—Much attention is also paid to this interesting and useful branch of education. Maps are well supplied to all the schools, and the proficiency of the pupils is, in general, very satisfactory."

Mr. *Sheehy*, Cork District, says, in reference to *reading*, including *oral* spelling and explanation:—

"I believe that the reading and writing of the pupils, taken individually, have improved during the past year in all the schools of my district; but I do not consider that the proficiency of the classes of any school in these subjects was much, if at all, higher at the close of 1860, than of 1859 or 1858, though in most of the schools there is ample room for improvement in both subjects. I ascribe this defect to the majority of the teachers being very indifferent readers and writers, and not to ignorance on their part of the method of teaching reading and writing; for the ladies in charge of Convent Schools have fewer opportunities of becoming acquainted with the methods of teaching the different school branches than the teachors of ordinary National Schools; and yet they produce much better readers and writers than these latter, simply because they read and write well themselves, adopt a high standard of reading and writing for each class, and take great pains to bring their pupils up to the standard. In like manner it will be found, in ordinary schools, that whenever a teacher excels in a particular branch, and that he has opportunities afforded him of teaching it, his pupils will be very proficient in the same branch. Indeed, success in teaching depends chiefly upon practice, and a thorough knowledge of the subject to be taught; since method and skill result from their combination. The suggestion, therefore, that I would make, not merely with reference to reading and writing, but also as regards the other school branches is, that every reasonable means should be adopted to improve the teachers in scholarship, with a view of increasing their efficiency. In a subsequent part of my Report I shall point out some steps that might be taken towards accomplishing this object.

"*Arithmetic.*—A comparison of the Proficiency Table for 1859 with that for 1860 shows a decrease in the latter of 2½ per cent. in the number able to write down millions correctly, a slight increase in the number able to do a sum in the simple and compound rules; but neither increase nor decrease in the number able to work an exercise in proportion

or

or the rules above it. As to the progress in the theoretical or intellectual part of this branch of instruction I cannot say much, as, owing to the many matters I have to attend to when inspecting every school, I cannot interrogate the pupils on this or any other subject with much advantage to them or their teacher, or with satisfaction to myself. This science, which is well calculated to develope the reasoning faculties of the pupils, and to test the soundness of the teacher's instruction, I am obliged, for want of time, to pass over in a very superficial manner. I observed in many schools that when teaching the simple and compound rules, all—from the unpaid monitor to the principal teacher—avoided any reference to a text-book; and the consequence has been, that in these schools the rules I have referred to have not been properly explained, the cases in each have not been regularly gone through, the examples to illustrate each case have not been suitable, and the exercises given to the pupils to work have not been graduated nor varied enough to make them practically acquainted with each rule and case. In the absence of carefully prepared notes, every teacher and monitor should use a text-book, that he might be supplied (as is often necessary) with proper definitions of the rules and terms, that he might see the order in which each case is taken up, and more especially that he might have ready at hand well-arranged exercises, which are very necessary to make the pupils expert calculators. Whilst pointing out the necessity on the part of each teacher and monitor of using a text-book when instructing on arithmetic, I trust it will not be considered irrelevant or out of place to refer to the injudicious manner in which the simple rules have been drawn up in the Board's large Treatise on Arithmetic, and its unsuitableness as a text-book, so far as these rules are concerned. In that work it will be seen that the addition, subtraction, multiplication, and division of decimals have been mixed up with those of whole numbers in the commencement of the book, thereby converting what have hitherto been called simple rules, and treated as such, into puzzling rules. In no other treatise on arithmetic that I am acquainted with has a similar course been adopted, and, I presume, for this reason, that the natural position for decimals is after fractions; as in explaining the former it is necessary to refer to the latter, and, moreover, as no principle implying a knowledge of decimals is employed for explaining any rule preceding that of fractions. I would therefore suggest, for the sake of the teachers and their pupils, that the earlier rules in the Board's treatise to which I have adverted should be simplified by excluding from them, both in the explanation and exercises, all reference to decimals.

"*Dictation.*—In the past year there has been a slight decrease in the percentage of those proficient in writing from dictation; nevertheless the pupils of National Schools are much superior to those of other schools in this branch of instruction, and of this ample evidence has been afforded me by the written exercises of those whom, from time to time, I have examined as candidates for admission to the Munster Model Agricultural National School; for whilst the exercises of the National School pupils who presented themselves for examination contained only a few defects as regards incorrect spelling, omissions of words, and misplacing of capital letters, those of the pupils from other schools were, in most cases, full of mistakes. As regards penmanship, the pupils of National Schools, I am sorry to say, do not contrast so favourably with those attending other schools. In reading and writing private schools equal, and perhaps surpass, the National Schools; but in grammar, geography, arithmetic, and dictation the National Schools are much superior. It appears to me that the schools in my district would exhibit a higher proficiency in writing from dictation, than that which they have already attained, were the teachers to have spelling from dictation to precede it; for when pupils are put at once to write from dictation, they invariably omit a large proportion of the words, and misspell many more than they otherwise would, and for the simple reason that their minds, in the first instance, are directed to the writing of the words, and their attention is withdrawn from the spelling and order of them. In a similar way I find, when marking the monitors' and teachers' exercises, after the Annual Examinations, that the answers to the printed questions contain a greater proportion of easy words misspelled than do the dictation exercises, and simply because the attention of the teachers and monitors is directed, in the one case, to answering the questions, in the other to the spelling and arranging of the words dictated.

"*Grammar and Geography.*—Unless in some of the organised and a few other schools, these branches are not taught in a satisfactory manner in my district, because the teachers' knowledge of grammar and geography is superficial and vague. As it is extremely difficult to get the teachers to write out notes of the lessons they are to teach, or to make them study with much advantage the subjects thay have to give instruction in, I have come to the conclusion that, under these circumstances, it would be better for them to give up their present system of teaching (which is nothing more than putting a lot of disconnected questions to the pupils), and teach grammar and geography from text-books to the senior classes in precisely the same way that they do the lesson-books. By adopting this course the teachers would be obliged to keep to the text-books in their explanations and questions, and thereby adhere to a certain system as they proceed; their own information would be improved and become precise; their pupils' minds would be trained in making them understand and remember what they read; and the knowledge so acquired would be connected and permanent. Moreover, the getting off of tasks or home-lessons, which in most cases is merely nominal or mechanical, would be facilitated and encouraged, inasmuch as pupils learn in a comparatively short time what they understand, and, understanding it fully, they take an interest and a pleasure in studying it. Under the present

system of teaching geography, I scarcely ever find a pupil who has gone through even the small text-book on that subject; and, what is more strange still, I find in many schools large maps hanging around the walls that have never been used in the illustrating of lessons on geography."

F.—*Feeling of Local Parties with regard to National Schools.*

Mr. *O'Callaghan*, Limerick District.—"The people of the rural districts for whom the schools are intended, regard them as a settled institution, of which they would feel it a great misfortune to be deprived. A large portion of the Roman Catholic clergy and gentry are very favourably disposed towards them. Amongst the clergy and gentry of the Established Church moderate views are beginning to appear. I have grounds for stating that several of them will shortly apply for connexion."

Mr. *Robinson*, Newcastle District, reports that the feeling of parties in his district is "very favourable" to the National System of Education.

Mr. *Lawler*, Clonmel District.—"The clergy of the Established Church, with a few exceptions, are opposed to National Schools, and the clergy of the Roman Catholic Church are opposed to Model Schools, though not to the National Schools generally."

Mr. *Nixon*, Tralee District.—"It affords me much pleasure in being able to state that the excitement and opposition which appeared to be rising against the system, at the very time I was writing my Annual Report last year, has, as far as I have been able to observe, almost if not entirely cooled down in this part of the country. Latterly I have not heard of any complaints regarding the working of the system."

Mr. *Barrett*, Macroom District.—"The large landed proprietors in this district appear to be totally indifferent as to National Schools, and indeed to education altogether, so far as the lower classes are concerned. The middle classes generally are favourably disposed towards the schools, and set a high value on the system of education pursued in them; and the lower classes prize them, and avail themselves of them with most unbounded confidence."

Mr. *O'Laughlin*, Mallow District.—"Among the laity generally the feeling appears to be favourable, and from my own experience I can say the same of the clergy also, notwithstanding the recent episcopal censures."

Mr. *Macnamara*, Killarney District.—"The feeling of all parties in this district may be described truly as being favourable to National Schools. In no instance is there any opposition at present to the establishment of a National School from opposition to the system. All classes seem to agree equally in estimating the very great advantages the general community derives from the action of National Education in this district."

Mr. *Hickey*, Bantry District.—"The Roman Catholic population and clergy are universally in favour of the National Schools. No other parties, with the exception of Mr. Trench, Lord Lansdowne's agent, take any active interest in the National Schools."

Mr. *Sheehy*, Cork District.—"The Roman Catholic clergy have no objection to place schools built or rented by themselves in connexion with the Board, nor to accept building grants on condition that the schools be vested in trustees—in fact, several of them are anxious to be aided in this way. But all, and their bishops as well, are opposed to vesting the schools in the Commissioners. Of the Established Church clergy, two in my district have schools under the Board, and two others during the past year made application, one for a building grant, and the other for salary, books, &c.: but the Board refused to aid the former, on the ground of the very small attendance expected; and the latter was obliged to withdraw his application, much against his own wishes, on account of the opposition given to him by his parishioners."

G.—*State and Prospect of Education generally in District, as regards Schools and their Teachers.*

Mr. *O'Callaghan*, Limerick District.—"In another part of this report I have stated my opinion respecting the proficiency of the pupils in the leading subjects of the school programme. These results are, of course, intimately connected with, and in fact may be said to mainly depend on, the social circumstances that surround the teacher. These circumstances are not yet of a character sufficiently satisfactory. It is, however, only rendering simple justice to the teachers to state that, as a body, they are doing their duty; and notwithstanding the absence in many parts of this district of due sympathy and co-operation to be expected from influential parties, but not given by them, that the teachers are making progress in the art of schoolmastership, and are successful in acquiring and maintaining a respectable social position. The increase made by the Commissioners in the scale of ordinary salaries, and the institution of the "good service salary," and of other premiums for faithful and successful services, have given great satisfaction to the teachers and managers, and will influence appreciably the efficiency of the schools. If the persons possessing

possessing ample means in each locality would accomplish for it alone the good which Mr. Vere Foster is effecting for a large portion of the country, the Irish National Schools would speedily attain a high standard of excellence.

"A reference to the tables in this report will show the unsatisfactory fact, that few of the teachers are living rent-free, in houses specially built for their accommodation; and that, in almost all instances, there is a total absence of the accessories of gardens, neat enclosures, or ornament. The little work on School Architecture circulated by the Board amongst the managers has received little or no attention; its teachings, at all events, have not borne the fruit of substantial performances. I have to notice the tendency during the past year to a steady increase in attendance of adults at evening schools: all to which I refer are conducted in National School-houses, of which three receive aid from the Board. In this way the disadvantage, so frequently referred to, arising from too early a withdrawal of children from the day-schools will, in some measure, be counteracted.

"As the social position of the teacher is becoming every year more attractive, the emoluments of his office more remunerative, the aids to teaching afforded by commodious school-rooms and suitable apparatus more complete, and the rewards of faithful and successful services larger and more secure, while the means of self-improvement are ample, and the opportunities for promotion fixed on just conditions, the time is, in my judgment, arrived when measures should be adopted for providing every school with a teacher competent to instruct in all the branches of the required course. It may be confidently affirmed that the teachers of the third class are unable to meet this requirement. Some period of probation, therefore, in this class should, in my opinion, be fixed, after which it would be imperative on them to show themselves deserving, by their proficiency in the course prescribed for second class, of being promoted to that class, or to be, if found insufficiently prepared, dismissed from the service of the Board. A three years' period of probation in the third class might be considered sufficiently indulgent.

"The plan proposed by an eminent authority for reducing the number of inspections in the year, and thus making each of them more searching, would in my opinion, if adopted, be productive of consequences of the highest value. Restricted to the inspection of one school for each day, the Inspector would be enabled to distribute his time suitably to the full requirements of each class; all necessity for rapid inquiries would cease; his examination would be made more instructive both to the pupils and the teacher; the results could be noted with complete accuracy, and his suggestions in the Observation Book would be founded on a better insight, and would be a surer reflex of the progressive development or the retrograde tendency, both of the pupils' acquirements and of the teacher's method of instruction. A perfect arrangement of the Time-table, and an improved organization, would be the natural results of this plan. The incidental visits would become more significant and important, because the tests supplied to the Inspector by the improved organization and by the perfect applicability of the arrangements of the Time-table, and also from his own increased familiarity with the strong and weak points of each school, would be necessarily multiplied.

"It appears to me to be a matter of regret that the teachers totally neglect the means which their occasionally meeting together would offer for their mutual improvement. They are separated, it is true, at considerable distances, but it would be worth their while to assist one another intellectually, and form, as it were, a common stock of information on plans of teaching and general school arrangements, and also on the subjects of the course prescribed for themselves. The influence of the humble society, in rural districts, with which the teacher is associated is prejudicial to his own improvement; he insensibly sinks to the level of the intelligence around him. Should his superior tastes induce him to avoid this intercourse, he necessarily becomes almost isolated—a state of social existence very unfavourable in every point of view. There are two obvious ways in which, besides the due allowance of recreation and rest, a teacher ought to employ his out-of-school time: in making preparation for the next day's business—a very necessary and important duty, which, I fear, is generally neglected—and in sustaining or extending his own stores of information. But the power of sustained effort in the latter object, without a powerful stimulus to exertion, is given but to few men. It has been found necessary in all communities to form literary or professional societies for the encouragement and reward of intellectual cultivation, to be reached only by methodical application to study and well-trained exercise of thought. It may be said that the teachers possess the stimulus in the periodical public examinations; this is true to a considerable but not to the whole extent. Local aids are required as sources of perennial activity; and these aids the teachers could supply by conversing together at stated times on the subjects indicated before. The use of free libraries, established in three or four leading towns in each district, would confer a great benefit on the teachers, and, with the help of mutual co-operation, would powerfully contribute towards the intellectual and social elevation of the entire body. It has occurred to me that satisfactory results might follow were the Inspectors directed to meet and confer with the teachers of their own district once a year. Each of the districts might be divided into three or four convenient groups, according to its extent: and they might devote one day in each year to meeting the teachers of each of these divisions. The time would be fully occupied in hearing short essays on school organization, or proposed new methods for teaching particular subjects of the school course; in listening to the observations of the more experienced on the views put forward in these essays: in bringing under the notice of the teachers passages contained in the Head Inspectors' Reports, and in general remarks affecting their schools. The Inspector should forward to the Education

Office the minutes of the day's proceedings, with the essays read, the names of the writers, and the number of the teachers who attended. This plan might be perfected if each of the Head Inspectors also met similarly all the Inspectors of the district under his charge once a year. However this proposal may be regarded, it appears to me that some plan is required capable of affording to the teachers some aids to assist them in accomplishing the objects to which I have referred."

Mr. *Robinson*, Newcastle District.—"The efficiency of the National System depends, among other things, chiefly upon the following:—

"1. Upon its being a system of *education*.

"2. Upon the efficiency of the machinery by which it is worked.

"At present we have, properly speaking, no system of *education*. The schools are united by a common fundamental principle, by having the same rules of local management, of inspection, and central government, and by using the same books; but as regards the methods of teaching, they are, to a very great extent, permitted to be quite distinct. Each master is obliged to depend more or less upon himself, and is at liberty to teach in his own way, provided he attain to a certain proficiency laid down in a 'school programme.' The same results may have been attainable by easier and shorter methods, and during their attainment the intelligence of the children may have been more rationally and largely developed; yet these advantages are practically overlooked. There is no common stock formed by the accumulated experience of all to which each can apply for assistance in the time of necessity. There is no digest made of school experiences by competent persons, by which each might be guided in working out his individual duty. The methods of teaching are scarcely at all known. Very few, if any, of our teachers could state exactly what have been the different methods practised from time to time of teaching the alphabet, or spelling, grammar, geography, arithmetic, writing, &c.; much less could they tell to which of the various methods have the opinions of practical educationists most favourably inclined; and yet this is the very knowledge teachers require, and the very knowledge it is the privilege as well as duty of old institutions to impart. No matter how many ways there are of teaching children to read, or spell, or write, &c. (and there are many which have been proposed, advocated, and rejected in their turn), there is always one which is the best. It is the duty of those in whose hands the control and formation of the system of education lie to determine not only what is best, but to prevent the introduction of what has been condemned. Tyroes in school management, or men not specially trained in the science of teaching, cannot possibly form a true opinion of the relative merits of the various methods submitted for their adoption. They may endeavour to test from time to time, in their own narrow spheres of action, the efficacy of methods which have been put to the test long previously and found wanting; or they may carry out what in their judgment appears correct, but which, had they known more, they would have been among the first to condemn. Either is an evil, and can only be removed by the establishment of a properly constituted guide, to which each can confidently look. In the absence of this guide the system is, as might naturally be expected, disjointed, and given over to a variety of guides, each differing from the other. Each Inspector, in his own district, is practically the person who moulds the system of education; but as these are, after all, individuals acting to the best of their ability, without consulting others, they form but imperfect guides. The system of each may be very good, but it is almost certain to be different from his neighbour's; and so long as it is different it is practically of little value, no matter how great its intrinsic merits may be. Even inferior methods, which are universal and constant, are productive of more good than superior ones which are continually differing and changing. As circumstances now are, the following is generally the result. An Inspector acting upon his own experience endeavours to introduce changes, which he considers improvements, into the management of the schools in his district. The teachers and managers, even when they perceive the benefits which the new order of things will produce, are slow in adopting the suggestions of the Inspector; for they naturally and correctly say, 'Your successor will have his system, which he will support by arguments quite as strong as yours; and he will, if he do not altogether condemn what you now advocate, strongly urge the adoption of his own views, and will favourably regard those teachers who follow them. The teacher will be continually changing his methods; and as errors in principle, when not very flagrant, are of less magnitude than the evils of continual change, we do not like to alter what we are now practising.' If they do adopt the reforms, they will not enter zealously or warmly into them, and what might have produced good will be ineffectual for want of spirit and energy. Such are the evils of not having a *system of education* by which all might be directed. We have Inspectors who change and suggest but to do harm, or Inspectors who suggest none, lest others may undo what they have done; and teachers who look upon reforms with suspicion, and who, in consequence, either refuse them altogether, or adopt them so apathetically as to produce evil instead of good.

"Uniformity of action may be carried too far; it may destroy completely the individuality of the agents which produce it: but the true uniformity, not the result of destruction of individual invention, but the invention of each, tempered, tried, and judged of, for the good of all. Each should not only be allowed to think and invent in accordance with the intellect God has gifted him with, but should be encouraged to do so; but he should not

not be allowed to put his invention into force until brought to the test, until valued by men of more matured experience than himself.

"There is a natural tendency in the schools to assume a uniformity. Being the same in many points, they naturally tend to being the same in all; and although no special means have been taken to secure this sameness, they have gradually approached it. One teacher appears to have copied another, and that to so great an extent that the schools differ very little from each other. There is one way of teaching most things in the majority of schools, but as it is the result of the uneducated, undirected efforts of a few, it is necessarily inferior. Bad as it comparatively is, it proves that uniformity, to the extent that such is desirable, is practicable in the schools; and what I advocate is that this imperfect system, partially uniform, should be changed for a perfect one, as completely so as possible.

"If we do not educate a child properly, the child educates itself badly. What is true of an individual, is true of a number of them acting as one; if they are not properly directed, they will invent and practise bad methods of their own. At present there is a strong outcry for better teachers; but what we have are capable of considerable improvement.

"To remedy the defects just stated, I think the Commissioners should publish a manual containing the duty of the teacher in the various positions in which he may be placed, and concise instructions as to how he can discharge it most satisfactorily. This manual has been strongly recommended by Mr. Keenan, Chief of Inspection, who has, in addition, sketched in detail what it should contain. Mr. M'Creedy, also Chief of Inspection, recommended its adoption in Vol. VI. of the Reports of the Commissioners; Dr. Newell writes in favour of it in the Twenty-second Report, Vol. II.; while mention is made of the urgent necessity of such a work by no less than ten Inspectors, in their Reports for 1859. The professors also have approved of it. Mr. Butler, when Head Inspector, writes of it in Vol. IV. and also in Vol. VI. of the Reports of the Commissioners; while Dr. Sullivan, in his 'Outlines of the Method of Teaching,' says that that work is 'preparatory to a complete manual of instruction for the use of teachers in connexion with the Board.' In fact, the want of it has been so much felt, and the necessity for it so strongly pointed out by the superior officers of the Board, that my words can have but little additional weight. I use them, however, chiefly because I conceive it my duty to state fully what I believe will benefit the system with which I am connected. I leave the question of whether I am right or not entirely in the hands of those whose privilege it is to determine.

"It remains for me now to speak of those in whose hands the practical working of the system lies. They are chiefly the teachers and Inspectors. The efficacy of the system depends principally on the efficiency of these officers, so much so, that no greater impediment could be raised to the spread of education than bad teachers or bad Inspectors. It is not my province to speak of the general fitness of that body to which I belong; I wish merely to mention a few of the restrictions now in force, which prevent their being as useful as they might. The chief of these arises from the mass of writing which they have to do. This is so great, in school and out of school, that few professed clerks write so much. The Inspector acts a double part. He not only examines into the progress of education, but he performs the duty of a clerk and storekeeper, and the time absorbed in the one capacity is quite the same as the other. His special functions appear to be too much overlooked. During the time he spends in each school, very little should interfere with his examination of the children themselves. The more time he devotes exclusively to them, the better he discharges, in my estimation, the true functions of his office. But each inspection consists at present not only of such duties, but of examination into the accuracy of the school accounts, supply of books, furniture, apparatus, repairs of house, its measurement, cleanliness, &c., the adherence to the rules of the Board, the nature of the Time-table, and the teacher's attention to its details, and, occasionally, statistics regarding the age, class, appointment, &c. of the persons in charge. This duty is, to a great extent, necessary, but, in my estimation, not to the extent it is required, nor so frequently. I think that there should be but two regular inspections in the year, but that these should be searching, and almost entirely educational; and that instead of the third inspection, which we now have, there should be an *incidental visit* only. That at this incidental visit the duty of the Inspector would be to obtain the information which forms what may be called the *non-literary* part of the present report—such as those things mentioned above—and that forms of report should be drawn up in accordance with the special nature of these visits. The reports, in fact, should be "*educational*," and "*non-literary*:" and both should be so arranged that the Inspector, in obtaining matter for them, should not be forced to direct his mind away from their primary purpose. This, in fact, is but division of labour, and were it carried out, both parts of the Inspector's duty would be better done.

"Again, the duties of the depôt, and of attending to the extensive correspondence connected with the schools, occupy so much of each Saturday, that he is obliged to write his reports to the office hurriedly. Next to bad inspection is a bad report. A good report, full, carefully weighed, and carefully written, is essential for the due estimate, by the central authorities, of each school's status; but such a report is rendered very nearly impossible by the quantity of extra duty imposed upon the Inspectors. To remedy this I would suggest, as has already been suggested, that a small sum should be allowed annually, by which the Inspector could obtain the services of a competent person to take part of the labour which now presses upon him, and interferes with the discharge of his higher functions.

"As the efficiency of the Inspector depends also upon the character of his suggestions and upon the attention paid to them, I would recommend—(1), That the Inspector be required to give all his suggestions in full for the approval of the Board; (2), *That those which are approved of be strictly and properly enforced.* All suggestions left may not be good, but such as are pronounced to be good should be carried out zealously and at once. I know of no point in which teachers fail more than in their attention to the suggestions left for their guidance. I have endeavoured already to assign one reason for this, but another reason is to be had in the impunity with which they have practised it from time to time. Thus I have known cases in which I have pointed out defects in the school accounts, one inspection after another, until the teacher had, in the end, to be fined before removing them. From the distrust thus created in my mind, I was obliged to examine the books so minutely at each visit, as to absorb a great portion of the time I should have given to the instructions of the children. Had the teachers known that any neglect of approved suggestion would be immediately punished severely, they never would have been guilty of it. They would at once have done what they were desired to do, and would thus not only have discharged their own duty more efficiently, but they would not have absorbed the time of the Inspector. I think the Commissioners deal too leniently in these cases, even for the teachers' own good. A teacher who puts off the duty from time to time is generally disgraced in the end, whereas if the punishment for neglect had been known to be severe and certain, no neglect would have taken place.

"I had determined to say something of time-tables, premiums, grade of teachers, libraries, managers, &c. but as I am certain I have already trespassed too far, I must defer the matter until a more suitable opportunity presents itself.

"With regard to the suggestions scattered through the Report, I beg to state that I have given them simply as the results of my reflection upon the working of the system for the past year; and I trust that the Commissioners will be kind enough to believe that I have been wholly uninfluenced by any desire to step beyond my own position."

Mr. *Lawler*, Clonmel District.—"Owing to the opposition of the Roman Catholic clergy to the Clonmel Model School, only about one-third of the boys at present in attendance there are Roman Catholics.

"The teachers in this district, especially those among them who are not nearly worn out in the service, are making earnest and successful efforts to improve themselves and their schools, and show no disposition to change for any other their present occupation, which is every year becoming lucrative, and therefore more desirable—affording them now, in general, a decent livelihood.

"In all the schools the General Lesson is read, and the principles of it inculcated on the minds of the pupils; and in most of them great care is bestowed on moral and religious training, both by the teachers and managers.

"There are no school committees in the district. The management is entirely under individuals, the majority of whom are Roman Catholic clergymen, and three of whom are clergymen of the Established Church. The lay managers, of whom there are eight, are persons of high social position; one is a lady of large property, one a nobleman, one an M.P.; the rest are land-agents and private gentlemen. The clerical managers frequently visit the schools for the purpose of giving religious instruction at the times set apart for that purpoae, and sometimes they examine the classes on the subjects set down for them in the school programme.

"I know of no impediments to the extension of National Education in the district except the opposition of the Roman Catholic clergymen to the Clonmel District Model School."

Mr. *Nixon*, Tralee District.—"I. There has been of late years a gradual and satisfactory improvement among the teachers generally as school-keepers and instructors of youth; and, in consequence of the increase that has from time to time been made to their salaries, they are becoming more contented with the profession, and but few, comparatively speaking, show a desire to exchange it for another. The salaries, however, owing to the high price of provisions, are still inadequate to support them with that degree of comfort and independence to which, in order to make them really useful servants of the public, they are entitled. Very many of them have families to maintain, and this they do find a difficult task upon their slender incomes, for, except in a very few cases, from the nature of their situation, they are unable to embark in any other kind of business; and even if they could do so, such would only serve to detract from their respectability and usefulness as a class of men looked upon as set apart for and capable of instructing and fitting the rising generation for the varied ordinary pursuits of life. The schoolmaster should be liberally provided for, and he should also be required to give his whole time and attention to the business of teaching, and not to any other.

"In the country the teacher's dwelling is usually a cabin, with a garden or small piece of land attached. Their position in society ranks much higher than that of persons in other employments whose incomes are even greater.

"II. I have observed during the past year a very perceptible change for the better in the moral tone and aspect of the schools in this district.

"A greater amount of attention is being given to the inculcation upon the minds of the pupils of the principles contained in the General Lesson, and both teachers and pupils seem imbued

imbued with a spirit of natural good-feeling and charity to one another, as well as to those with whom they associate in their respective circles. What is also most pleasing, I find the teachers particularly careful to impress upon their pupils the duties of respect to superiors, and to all those placed in lawful authority; to teach them to respect and obey their parents; to foster and encourage in the innocent mind of youth, by precept as well as by example, all that is good and excellent in our nature, and to discountenance everything that has the remotest tendency to evil. This is all that can be looked for in any National School; and while teachers and pupils thus go hand in hand in promoting the general cause of education, we may look forward with confidence for an assurance of the happy influences which such early training of the young will hereafter produce upon society at large.

"III. The schools in this district are nearly all under the management of individuals. The Prison School, in Tralee, is under the management of the Local Board of Superintendence, and the Inspector of the gaol. The Local Inspector, who is a clergyman of the Established Church, visits both the school and the prison several times each week.

"Three of the number are Workhouse Schools, and are managed by the Board of Guardians of the Union. It is principally the financial matters connected with these schools that are discussed and settled at the meetings of the respective Boards; they scarcely ever meet for the purpose of holding an examination of the pupils. The guardians individually, however, occasionally visit the schools to witness the method of teaching practised, but do not themselves examine the pupils. These schools are subject to the inspection of the Poor Law Inspector, who examines the pupils and inspects the accounts.

"Two belong to clergymen of the Established Church; but only one of them is in operation, which is very frequently visited by the patron, often three times in each week.

"One is situated on the property of a lady resident in England, but which is managed by her agent, who lives in Dublin. This school is, of course visited but seldom.

"All the remaining schools are under the management of the Roman Catholic clergy. This class of patrons is by far the most extensive, and the schools are now beginning to be visited by them much oftener than formerly. In consequence of the many demands that are made upon their time, they are not able to visit the schools as often as would be wished. They, nevertheless, when an opportunity offers, do examine the classes, and make a record of the result of their examination in the Daily Report Book. These gentlemen also exercise the most scrupulous watchfulness over the general conduct of both the teachers and pupils.

"IV. Having treated of this part of the subject, impediments or hindrances, at considerable length in my reports for 1858 and 1859, but more particularly in that for 1859, I deem it unnecessary for me to make any further remarks on the present occasion, save that what appears to me to be the safest and best course to be adopted for the extension and improvement of National education, is a steady impartial adherence to the rules as already laid down by the Board for its administration."

Mr. *Barrett*, Macroom District.—"The state of education in the district is, on the whole, satisfactory; a large number of the schools are working with fair efficiency, and are conferring important benefits on the children in the localities in which they are placed. But the number of schools, or the extent of the course of instruction is not adequate to the wants of the people. A strong desire exists to have Greek and Latin taught in addition to the course taught in the National Schools, and in three places in this district this desire has been realised. Classical schools, which are virtually supplemental to the National Schools, and which are under the management of managers of the National Schools, have been established, and the same pupils attend both these schools and the National Schools on the same days. The prospects of education are favourable; for, notwithstanding the existence of some impediments, a more general diffusion of elementary education and an extension of the present course of instruction seem to be inevitable. An expectation is very generally entertained that the Commissioners will give grants towards the erection of school-houses, which are to be vested in trustees; and the managers generally seem anxious to avail themselves of grants on those terms. It is probable, therefore, that under this arrangement there will be a large increase in the number of schools; and that the state of education in the district will thereby be considerably improved.

"The teachers are improving as school-keepers and instructors of youth. The training department of the Central Model School, Dublin, the establishment of District Model Schools, and the institution of paid monitors, have promoted a knowledge of the art of teaching which is highly serviceable in the cause of popular education: and the grants towards improving school-buildings, and furnishing and fitting up school-rooms, made by Mr. Foster, have aided very considerably in enabling some of the teachers in this district to work their schools with increased efficiency. Organization also is effecting important improvement in some of the schools, and if duly attended to by the teachers, will confer on them important benefit, as the experience these teachers acquire while their schools are under organisation cannot fail to render them more efficient than they were

before their schools were organised. The schools which I would recommend for organisation are, however, those which are under lowly classed and untrained teachers, as both such schools and such teachers are most in need of improvement; and my experience in this district leads me to believe that the organisation of *first-class schools*, under *first-class teachers*, is not followed by *any great* change in the state of the school.

"The teachers appear to be fully devoted to their business, and to have adopted teaching as the chosen profession of their lives; few have any other occupation than that of teaching, and from the fact that few or none leave the service of the Board unless compelled to do so, and that those who are compelled to leave it appear extremely anxious to return, it is evident that they are not desirous to give up the profession of teaching.

"The social standing of the teachers in this district is very satisfactory, being much above that of other persons of equal incomes in their localities. Their means of living are, in almost all cases, derived from their schools; and their modes of living, so far as they are observable in public, are very creditable. Their dwellings are comfortable, and are, in most cases, equal to those of second-rate farmers in this district. Their conduct is most creditable, and, as a body, they are very much respected by all classes of people in the neighbourhood in which they reside.

"A Christian spirit is *inculcated* with the specific religious instruction which is given in all the schools without exception, and by the general lesson, the principles of which are inculcated in all the schools every day. Neatness of dress and propriety of deportment are not so carefully attended to in male schools, or in the mixed schools, as they should be. The appointment of workmistresses in mixed schools has, however, had a very beneficial influence in these particulars during the past year; in most of the female schools they receive fair attention, and in the convent school the regard paid to these points is highly creditable.

"The local management is, in all cases, exercised by individuals; and in the cases of ordinary town and rural schools the managers are Roman Catholic clergymen. There is, however, one school under the management of a medical doctor, who is a member of the Established Church. The amount of management consists in the appointment and removal of teachers, strict supervision over their conduct, performance of the necessary official correspondence, and occasional visits to the schools.

"The chief impediments to the extension and improvement of National Education in this district are, the want of adequate school accommodation and the irregularity of the pupils' attendance at the schools. The former seems likely to decrease under the new arrangements expected from the Board, and finally to disappear; but the latter impediment must, I believe, be borne with, as it results from causes it seems impossible to remove."

Mr. *O'Loughlin*, Mallow District.—"There is a strong desire among the general body of teachers to do their duty efficiently. Though a consciousness of the important obligation imposed on them with reference to the hopes and prospects of so many of the youth of the country has much to do with this, the conviction that it is the only path open to them for improving their own condition has not a little weight also. This, however, is only as it should be. Labour is, no doubt, a duty, but, when unrewarded, it is a very disagreeable one. Accompanied by advancement, half its weariness is unfelt, though its powers be strained to the utmost. The peculiarities of the teacher's position make this especially true in his case, for his very existence seems made up of contradictions. His education is that of a gentleman; his means those of a second-rate servant; his mind trained to grasp the difficulties of some of even the more abstruse sciences, yet stooping daily and hourly to the teaching of the rudest elements of a child's education; his usefulness second to that of no other member of the community, but its value ignored by those capable of judging, and despised by those who are not. His personal appearance and habits moderately decent; the house, if he can get one, where he spends his evenings, nights, and mornings, and where he is supposed to study or recruit his energy for work immediately, mean and shabby; a scholar without books—an unhappy realization of ambitious beggary—an everything, in fact, without its corresponding advantages. His means, it is true, have been improved of late, but as the general increase of salary has been more than eaten up by the dearness of the primary necessaries of life, and as the 'good service salary' has reached comparatively few, no perceptible amelioration of the condition of the mass of teachers has followed. In this the managers are much to blame, for if they would only give up their anxiety to be generous at the expense of the teacher, in stepping between him and parents who are well able to pay for the expense of their children, all parties would gain by it. For what are a few shillings a-year to a farmer? but these few shillings multiplied by the number of parents who insist on having their children taught free, are a very material thing to a teacher. And yet not even he would much mind the loss, if such children would only attend regularly; but instead of that he has the mortification of seeing his time and labour given up for nothing, and his classes constantly inundated and upset by a horde of idlers, who, after months of absence, come in and expect to be put side by side with those who have been attending regularly. If he refuses to gratify them they worry the manager with complaints, until he comes to think unfavourably of him, or perhaps for the sake of peace removes him entirely. If, on the other hand, he places them in classes for which they are not fit, he gets unfavourable reports from the Inspector, and so sees his hopes

hopes of promotion gradually slipping away from under him, and himself condemned to a life of drudgery and thankless toil. But suppose, with herculean energy, he overcomes these difficulties, how is he to study? Without any one to guide him; without books, save the few supplied by the Board; without quiet, either in his own badly-warmed and badly-lighted cabin, where children, wife, and himself crowd together, in one or at most two small apartments, or if unmarried, at the farmer's fireside, where, after his day's labour, he continues teaching in payment of his humble fare. What, I repeat, can he do towards improving himself? Absolutely nothing, or worse than nothing, for his brain must be wholly distracted by the effort to do something. No wonder, then, that in many instances the teachers appear to constitute an eccentric scatterbrained race. I am only astonished they stand it so well. Something, however, ought to be done for them—encouragement to managers to build houses for them, establishment of district libraries, and such a curtailment of the Inspectors' clerical duties as would leave them a portion of Saturday at the service of such teachers as might wish to study the Board's course systematically and under some sort of guidance. For my own part, I consider it a charity and a duty to give them aid in whatever shape I can. My books, my experience, my advice, are at their service. If at times, then, I have to find fault with their schools, they know it is from no love of fault-finding, but because it is my duty. And here I may remark, that the system of inspection which implies that a school has been only properly examined when a fault has been made out and noted for head-quarters, exercises a most discouraging influence. No school can be perfect in every point; but to overlook general excellence, and draw down an admonition for some petty defect for which the Inspector's word would have been enough, is not only harsh and unjust towards the teacher, but impolitic as regards its general bearing on the interests of education—I do not say that such a system exists—I merely allude to what I consider possible, in order to state what is my own practice.

"*Moral tone of Schools.*—Whatever may be said of mixed education in the abstract, it is certain that the children attending the National Schools are as correct in morals and as decent in behaviour as those of any other schools in the country. It is not because the contrary has never been proved that I say this, but because I know it from those who have an opportunity of judging, and to some extent from my own observation. It is, however, only what might, *a priori*, be expected; for though the clergy exercise little or no supervision over the schools, they take care when appointing teachers to inquire first and particularly as to previous good character, and having satisfied themselves of that, to establish their opinion by what they can see and learn afterwards for themselves.

"*Management.*—To all who know anything of the working and economy of the schools, it must be patent that no such thing as management, properly so called, exists. The appointment of teachers done with safeguards enough, the tardy dismissal of inferior ones, the signing of the necessary official documents, and a look once or twice a-year into the school, constitute all that is now termed such. Active, vigilant, constant supervision, there is none."

Mr. *Macnamara*, Killarney District.—"The teachers, throughout the year, conducted themselves as a body in a manner to earn the respectful consideration of the entire community.

"Discharging their onerous duties, on the whole, with earnestness and patient fidelity, the younger and less experienced, it may fairly be estimated as a general result, have improved in the ways of teaching, and in the exactness necessary for good school keeping. Inasmuch as that the schools, as they became vacant in these several years past, were permitted to be supplied with young teachers of promise, from their worth of character and intellectual adaptability, a very marked improvement in the professional spirit and capacity of the total body of teachers of the district has taken place. Seed of a good sort, properly planted and suitably nurtured, may fairly be expected when it shoots out to gain strength with advancing years; and so the greater number of the young teachers in this district, should they realise their promise, will doubtlessly ripen into efficient schoolmasters, and I trust attain the highest honours and rewards of their profession.

"The external marks of decency which increase of salaries enables the teachers to display without unbecoming ostentation, their own efficient discharge of duty, and good conduct, necessarily tend to elevate their social standing as a body. The action of national education in improving the tastes and domestic habits of the town and rural populations, the prosperity of the agricultural class, and other civilizing causes, have latterly elevated the tone of society generally.

"The sentiments arising from such social improvements tend to raise the social standing of the national teacher, by the greater degree of respectful consideration they evoke for his office.

"Among the teachers I have not noticed a spirit of discontent or anxiety to abandon their profession. Of course I am aware of the vexatious difficulties they have to contend with in many cases. Difficulties in procuring lodging accommodation, difficulty in supplying requisites to their schools, unjust and dispiriting difficulty in collecting their school fees, difficulty in supplying themselves with domestic conveniences, &c. Naturally, many complain at these impediments to their happiness, and have just grounds for complaints, for in many cases these difficulties might with great good effect be removed.

"In my estimation the moral animus of the schools is much the greatest of their results. I have

I have no hesitation in saying that the secular instruction and religious instruction given in the schools have the happiest effect on the general conduct of the pupils; and that I am fully convinced the Christian spirit learnt in them must exercise a powerful influence in securing the happiness of the pupils in every relation of existence.

"The management of the schools continues in the hands, with a few exceptions, of Roman Catholic clergymen, holding the rank of parish priest for most part.

"The duties of management continue to be discharged as heretofore. The duty of appointing an efficient teacher when a school becomes vacant, is the paramount duty of a manager, so far as secular instruction is concerned; and this duty is, in almost every instance, it may be said, discharged with proper deliberation. Other minor duties of management cannot receive so much of the attention of the managers as might be desirable, in consequence of the multifarious parochial obligations which occupy so much of their time and thoughts.

"On the whole, I estimate that national education in this district is, considering all the circumstances of the country, in a fairly flourishing state, and that it is scattering the elements of happiness and improvement, which not only the present but future generations will enjoy."

Mr. *Hickey*, Bantry District.—"I do not deem it necessary to make any lengthened observations here, as I would be obliged, in a great measure, to repeat the remarks made by me on former occasions; however, I am unwilling to omit this opportunity of expressing my humble testimony of the noble generosity, kind attention, and judicious efforts of Vere Foster, Esq., in improving the state of the schools of this district, as well as of the others throughout the country, and thereby giving an important impulse to the cause of education. The large sums of money granted by this gentleman for the purpose of boarding nearly all the non-vested schools, and in furnishing them with most judiciously selected apparatus, as well as furnishing apparatus to other schools of the vested class, entitle him to the lasting gratitude of all friends of the poor, and to be ranked amongst the 'benevolent' and beneficent of the human race."

Mr. *Sheehy*, Cork District.—"I. The teachers of my district, except in a few instances, are not improving as instructors of youth, and this arises not so much from want of method in the art of teaching, as from neglecting to study what they have to teach, and what they have to prepare for examination in. I have been greatly surprised to learn from inquiries I have made, that they study very little in the mornings and evenings, though very few of them, as may be seen from the tabulated sheets, have any other business to occupy their leisure hours. In this respect they do not practise themselves what they are expected to insist on respecting their pupils. I suppose, if the times the teachers spend at study were put together, and an average taken, it would not amount to an hour a day during the year for each teacher. In fact, some of the more experienced of them admitted as much; and whatever knowledge they do acquire by this cursory kind of study is very superficial, and proves of little advantage to them when teaching others, or when under examination themselves. With the view of remedying this great defect, I would suggest; 1st. That every encouragement should be given to the teachers to attend the annual examination, as all—even the most inert amongst them, when certain of being examined, make some preparation for it by studying some months previously; and the gain in point of scholarship, though it may not always be sufficient to merit promotion, is certainly calculated to have them better qualified for a future examination, and to increase their usefulness in their schools. 2d. That those teachers whose written examinations would not warrant their recall to the oral examination, should get back their exercises after they had been carefully noted and marked by the District Inspector, and revised by the Head Inspector. In this way the most backward would become aware of their deficiencies, which is the first step towards their improvement, the second and third being that of learning from their books, or more highly-classed teachers, or perhaps from the Inspector, the answers to the questions they missed, and that of studying with greater care and attention the subjects in which they exhibited a want of proficiency. The practice that prevails in large schools respecting the exercises of the senior classes, and the advantages I have known to follow, where I adopted a similar plan in reference to several monitors who attended the annual examination a year before they were required, strongly recommend the adoption of this suggestion. 3d. That the Inspector should, at each visit, inquire about the teacher's studies, question him on those (if any) coming within the programme, and make a record of his answering in the observation book. All this might be done in a quarter of an hour, and while the children are at play, or in a remote part of the school-room. I have no doubt that the adoption of these suggestions, or ones like them, would make the teachers study, and thereby greatly increase their efficiency as instructors of youth. I believe too, that the step taken by the Commissioners, in throwing open to competition amongst the teachers some of the vacancies on the inspection staff, will be productive of the very best results; as it will, doubtless, stimulate the first class and Model School teachers to improve their studies, will gradually raise the standard of scholarship amongst the teachers, and will be the means of supplying the Board with officers whose previous training specially qualifies them for the *examination of pupils, monitors, and teachers*, which, after all, constitutes *four-fifths* of the Inspectors' duties. As copies of the report containing the decision of the Board on the point have not been distributed amongst the managers and teachers, and as many of the latter may remain a long

long time in ignorance of it, I think it would be advisable for the Board to send circulars to all the male teachers, through their managers, conveying the decision, and giving in detail the special qualification necessary to secure a nomination for the competitive examination, and also the programme of subjects which the examination would embrace. In order to be able to select the most suitable candidates through the country, and to make the examination tell most effectively on the teachers generally, it would be necessary to have a circular sent to the District Inspectors, desiring them to bring under the notice of their respective Head Inspectors, from time to time, such teachers in their districts as they considered had all the qualifications prescribed by the Commissioners, and that another should be sent to the Head Inspectors, requesting them to forward to the office for insertion in the 'Nomination List' the names of the more eligible of candidates whom the District Inspector had pointed out; and to have the candidates so selected prepared for their examinations, the Inspectors ought to be informed after one examination had taken place, the names of those that were eligible for the next, in order that they might apprize them of it.

"As school-keepers, I am able to report that nearly all the teachers of the district have improved during the past year—those of the organized schools in so remarkable a manner that the casual visitor is at no loss in distinguishing their schools from those that have not been organized. Indeed it is due to Mr. Roantree to state, that during the year and a-half he has been organizing schools in this district, he has been most zealous and painstaking in the discharge of his duties; and whilst exhibiting great kindness and civility to the teachers, he has secured for himself their esteem and respect. With the managers he has been very popular, and has got them to carry out all his hints respecting improvements in their schools.

"II.—So far as I have the means of judging, I believe the moral tone of the schools is satisfactory. In no instance have I heard of any complaints made against the pupils of National schools during the past year, and at all my examinations they have conducted themselves very well. In habits of order, cleanliness, and punctuality of attendance, they are improving, and slightly, too, in their manners. I am happy to be able to say that I have not heard, either privately or officially, of any complaint against a teacher during the year just past, except one case, where it came under the notice of the Board, who punished the teacher for it; but on the contrary, I have heard many of them spoken highly of by their managers and the parents of their pupils. Indeed, in some few cases, where the teacher paid great attention to the religious instruction of the children, I heard the managers express the obligations they were under for the great help afforded by the teachers.

"III.—Of the 105 schools in my district, 91 are under the management of 24 Roman Catholic clergymen, who, generally speaking, visit them more frequently than they used to do, owing to the desire expressed by the Roman Catholic bishops to that effect. Those of them whom I mentioned on a former occasion as being very attentive and active continue so still; four are under the management of two clergymen of the Established Church, one of whom takes the liveliest interest in his schools; two are under the management of the superior of the Presentation Brothers, who superintends both and takes special charge of the senior classes in one of them; two are under the management of two gentlemen, in the employment of Government, who take very little interest in the schools; three are workhouse schools; two are gaol schools; and one is a model agricultural school.

"I cannot better conclude this report than by referring to the liberal and munificent aid afforded by Vere Foster, Esq., to a large number of schools in my district. Unconnected with the county Cork by any other ties than those that bind the philanthropist to his fellow man, he has, during the past two years, made himself acquainted with the state of nearly all the schools in my district, as to furniture, apparatus, &c.; and to about 30 of those that needed assistance most, he has generously given grants, varying from 4 *l.* to 34 *l.*, in judiciously selected apparatus, or in apparatus and pecuniary aid towards boarding the floors of the schools.

"Both managers and teachers are deeply grateful to him; and I am sure the latter will manifest their feelings of gratitude in a way which will be most gratifying to Mr. Foster, by making the best use of the aids in teaching he has supplied in improving the education of their pupils."

— II. —

(9989—63.)

COPY of a LETTER from Mrs. *Norris*, Superior of the Convent, Baggot Street, Dublin, to the Commissioners of National Education.

Gentlemen, Baggot Street Convent, 21 December 1863.

THE Reports of your Inspectors undoubtedly acquaint you with the fact, that, for several years past, there has been in operation, in connexion with the Baggot Street Schools of the Sisters of Mercy, whose superior I am, a training department, in which, at present, are instructed and trained for the office of schoolmistress, and are boarded and lodged, 40 young girls; while an equal number of others, who do not reside in the house connected with the schools, are trained in the same way.

That this Institution is well suited as a training establishment for female teachers, is evident, for the following reasons:—

1st. The buildings, furniture, fittings, school apparatus, and sanitary circumstances of the establishment are unexceptionable.

2d. The large number of model and practising schools of every degree in operation, in which girls of every age, from infancy to adolescence, infants of each sex, and junior boys are taught.

3d. The daily average attendance in all these schools, for the past year, has been 851 pupils; on some days the number in attendance exceeded 1,000, whilst the daily average number on roll during the year was 1,285 children.

4th. The efficiency of the staff and the success of their labours are fully admitted by your Inspectors.

Eighty per cent. of the pupils, and about the same proportion of the teachers of the National schools being Catholics, and *one-fifth* of all the girls in the National schools alone being taught in schools under nuns, it follows that a Catholic training for teachers, such as is provided in Baggot Street, is necessary to satisfy the wants and the religious feelings of the general population of Ireland.

To what we have said about literary education, it is to be added that our institution in Baggot Street affords special facilities for instruction in every branch of female industry, manual and domestic, a large House of Mercy for servants of good character attached to the convent, being an excellent Industrial Model School, to the inspection of which the young teachers may have access.

For the support of the 40 young girls that we have in training for the office of schoolmistress we derive no assistance from the National Board.

The burden thus placed upon us forms a strong contrast with the advantages which Catholics enjoy in England.

Under the British plan there are 39 training colleges, some for mistresses, in which about 3,000 students are instructed for periods of from one to three years each, and towards the support of which the Council on Education granted about one-eighth, viz., 103,105 *l.*, out of 804,002 *l.*, their whole Parliamentary Estimate for last year.

These training colleges in England are under the exclusive direction of the several religious bodies who founded them, the State having, in many cases, aided their erection, besides contributing largely to their annual support.

The Catholics of England participate in these advantages in the Hammersmith (London) Training College for masters, and in the Liverpool Training College, conducted by nuns, for mistresses.

The pupil teachers in the Catholic schools in connexion with the Government who have completed their apprenticeship and certain other qualified candidates obtain, by competitive examination, exhibitions, called Queen's Scholarships, which they hold for two years, and these enable them to meet the demands for residence and tuition in the training college. An annual grant (varying from 13 *l.* to 24 *l.* for young men, and two-thirds of those rates for young women) is also made directly to the college for each student that passes the Inspector's examination in the prescribed course of study; and both these aids contribute largely to support the training colleges.

I beg leave to submit to the Commissioners of National Education this statement, that they may consider the claims of the Training Institution in Baggot Street to be allowed the same advantages as similar institutions in England, and to grant it subsidies proportioned to its merits, so often tested by examination of the teachers, under the official programme, by the Board's own Inspectors.

The principle of separate denominational halls or houses as residences for teachers in training has been fully admitted by the Right Honourable Mr. Cardwell in the House of Commons, and we do not see why the promises held out by that statement should not be realized. A subsidy in our case would be a proof to the country that Government is disposed to grant to Ireland the same advantages which England has long enjoyed, and that at length we may hope to see the reign of justice and fair play established.

Our community would be content with a capitation allowance for each teacher successfully trained, calculated on the average expense to the Commissioners for the travelling, board,

board, establishment, charges, and other items connected with the support and tuition of each young woman sent out from Marlborough Street after the ordinary Session.

Trusting that the Commissioners may practically recognise the just claims of the Catholics of Dublin and of Ireland to be admitted to advantages enjoyed by their fellow Catholics in England, the right to train the teachers for their own schools, and to be aided therein by the State,

I have, &c.
(signed) *Margaret Norris*,
Superioress.

To the Secretaries for the Commissioners,
Education Office, Marlborough Street.

(9989—63. B. O. 31/12/63.)

COPY of a LETTER from the Commissioners of National Education, in reply to the Application of Mrs. *Norris*.

Office of National Education,
4 January 1864.

Madam,

WE are directed by the Commissioners of National Education to inform you, that they have read, with great respect, the letter addressed to them by you, on the 21st ultimo, requesting that a grant of the public money may be made by this Board for the maintenance of a Training Establishment for female teachers, in connexion with the Convent in Baggot Street, of which you are the Superior.

And to state that it is entirely out of the power of the Commissioners to comply with your request.

We have, &c.
(signed) *James Kelly*,
William M'Creedy,
Secretaries.

Mrs. Norris,
Convent, Lower Baggot Street.

CONVENT SCHOOLS (IRELAND).

COPIES of a REPORT made to the Board of National Education, on the subject of CONVENT SCHOOLS in *Ireland*, by Inspector *Sheridan*; and, of a LETTER or MEMORIAL to the Board of National Education, from Baggot Street Convent School, *Dublin*, applying for Payment for TRAINING TEACHERS; and of the ANSWER of the Board thereto.

(*Sir Hugh Cairns.*)

***Ordered*, by The House of Commons, *to be Printed*,**
6 *April* 1864.

[*Price* 6 *d.*]

179.

Under 8 *oz.*

NATIONAL EDUCATION (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 2 June 1864;—*for*,

COPY "of the CIRCULAR or INSTRUCTIONS addressed in the present Year by the NATIONAL BOARD of EDUCATION in *Ireland* to the HEAD and DISTRICT INSPECTORS, ordering them to make a Special Inspection of CONVENT SCHOOLS, with the Date or Dates when such Circular or Instructions was or were sent, the Names of the Inspectors to whom sent, and the Form of Report they have been ordered to make:"

"And, RETURN of any PUPIL TEACHERS appointed by the Board in Baggot-street Convent National School, *Dublin*, and when appointed, and of the Salaries paid, and out of what Funds paid; and a Copy of any LETTER of INSTRUCTIONS to examine such PUPIL TEACHERS, and of the REPORT on or Answer to the same."

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed*,
15 *June* 1864.

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Education Office,
10 June 1864.

James Kelly,
William M'Creedy,
Secretaries.

Part I.

COPY of the Circular or Instructions addressed in the present Year by the National Board of Education in *Ireland*, to the Head and District Inspectors, ordering them to make a Special Inspection of Convent Schools, with the Date or Dates when such Circular or Instructions was or were sent, the Names of the Inspectors to whom sent, and the Form of Report they have been ordered to make.

(A.)

Letter of Instructions addressed to Head and District Inspectors.

(B. O. 13—5—1864.—Immediate and important.)

Office of National Education,
23 May 1864.

Sir,

The Commissioners of National Education have directed us to call upon you to make a special inspection of and report on each Convent or Monastic School in your district. We are therefore to instruct you to suspend at once the discharge of every other duty, no matter what its character, in order to carry out the wishes of the Board on this important business.

We have accordingly to request that you will spend a day or so in the study of the queries and headings contained in the special form, on which you are to make your report on each school, and we cannot possibly doubt that, after an inspection based upon an intelligent apprehension of these queries, you will be able to give such an honest, thoroughly impartial, and comprehensive report of each Convent or Monastic School in your charge as will assist in the elucidation of truth in respect to a controversy which you can scarcely have failed to observe is going on in reference to Convent Schools.

We are, &c.

(signed) *James Kelly*, *William M'Creedy*, } Secretaries.

(B.)

Names of Inspectors to whom sent.

Head Inspectors:

James Patten, Esq., LL.D.	W. A. Hunter, Esq.
T. Sheahan, Esq.	J. G. Fleming, Esq.
J. E. Sheridan, Esq.	J. Patterson, Esq.

District Inspectors:

Mr. Porter.	Mr. O'Carroll.	Mr. Harkin.
Mr. W. R. Molloy.	Mr. D'Arcy.	Mr. J. G. Fitzgerald.
Mr. Kennedy.	Mr. Simpson.	Mr. Eardley.
Mr. Adair.	Mr. O'Neill.	Mr. Dugan.
Saml. Brown, LL.D.	Mr. M. Fitzgerald.	Mr. O'Callaghan.
Mr. Currie.	Mr. O'Galligan.	Mr. Robinson.
Mr. Dowling.	Mr. MacDermott.	Mr. Lane.
Mr. M'Ilroy.	Mr. Healy.	Mr. O'Driscoll.
Mr. Roantree.	Mr. MacSheehy.	Mr. Strong.
Mr. MacCreanor.	Mr. Graham.	Mr. MacLochlin.
Mr. John Molloy.	Mr. Lawler.	Mr. Macnamara.
Mr. M'Sweeny.	Mr. Coyle.	Mr. Hanlon.
Mr. Bradford.	Mr. John Browne.	Mr. O'Connell.
Mr. Connell.	Mr. Potterton.	Mr. Sheehy.

(C.)

CIRCULAR of INSTRUCTIONS addressed to HEAD and DISTRICT INSPECTORS.

Office of National Education,
Sir. 27 May 1864.

EXPLANATION having been requested by a few of the Inspectors on some of the points connected with the drawing up of the special form of the report on Convent Schools, we are to inform you :—

1. That the report is to adhere as closely as possible to the queries and points embraced in the several queries.

2. That the report is to be as expository as possible, and to be an impartial statement of the actual condition of the school.

3. That suggestions, technical details, &c. &c., appropriate in ordinary reports, are accordingly to be avoided. Should the consideration of this report suggest any points of an important nature for the improvement of these schools as to organization, &c. &c., such points can be made the subject of a special communication to the Board at some future period.

4. That generalization upon Convent Schools, as a class, is to be avoided, the object of each report being to exhibit the condition of the particular school to which it relates.

5. That in estimating the adequacy of the teaching power, a teacher for every 40 children, or thereabouts, in average attendance, may be regarded as satisfactory.

6. That in answering queries 8 and 15 F (as to religious instruction), the consideration which is to be regarded is, whether the time and attention devoted to the subject, taking into account its importance, are as ample and satisfactory, &c., as in the case of ordinary National Girls' Schools.

7. That in answering query 17, "Character of the observations of the Inspector," the Inspector is to state simply whether these observations have been favourable or otherwise.

8. Finally, the Inspector should take great pains as to perspicuity, &c. in the preparation of his report, and give himself ample time for the purpose; and above all, he should see that each answer is a purely categorical and pertinent reply to the query.

We are, &c.
(signed) *James Kelly*,
William M'Creedy, } Secretaries.

(D.)

CIRCULAR to HEAD and DISTRICT INSPECTORS.

Office of National Education,
Sir, 30 May 1864.

I. IN reference to query 4 of the Special Report on Convent Schools (of the pupils, &c. &c.), we have to inform you, in explanation, that the answer to this query is to be obtained in the following manner :—

(*a.*) Mark out in the register the pupils who have finally left school, *i. e.*, given up schooling altogether, and such pupils should of course be at least 14 years of age; but the circumstances of each locality will perhaps make this age more or less than 14 years.

(*b.*) Of such pupils, then ascertain how many have left from the third or higher classes.

(*c.*) The proportion the latter bears to the total number of such pupils, in answer to the query.

If

If you have made your reply to this query on any other principle, you should apply for your report with a view to revision.

II. In our circular of the 27th, we directed you to give yourself ample time in the preparation of your report; we should have added that it is most desirable these reports should be forwarded to this office with the least possible delay, and from day to day as they are written.

We are, &c.
(signed) *James Kelly*, *William M'Creedy*, } Secretaries.

(E.)

LETTER of INSTRUCTIONS addressed to Mr. *Nesbitt*, District Inspector, Crumlin Road Convent National School, County Antrim.

Sir, Education Office, 31 May 1864.

WE are to request that you will, at once, call at the above-named convent, and inquire whether Doctor Patten has been there within the last few days, reporting on the school. If he has not, you will have the goodness to examine the school, and furnish us with a special report, on the accompanying form, in accordance with the order of the Board, bearing date the 13th instant.

A form was sent to Lisburn addressed to Doctor Patten; but, as his journal has not been received, and as he is on leave of absence, it is feared that perhaps he has not received the form or circular letters forwarded to him on the subject of this inspection.

You will, therefore, carefully peruse the attached papers, and send up your report on this school with as little delay as possible.

We are, &c.
(signed) *James Kelly*, *William M'Creedy*, } Secretaries.

To R. Nesbitt, Esq.,
District Inspector.

P.S.—Note.—By the 18th query it is meant to bring out how far the operation of the Convent School has tended—(1), to increase the amount of education in the district, that is, to increase the number of the recipients of education; (2), to improve the quality of the education given; or, (3), to direct attention to any point or points in school management, or in the course of school instruction, not always observed in the common run of schools. How far also it has operated to produce the agents by whom education is carried on, and how far it has influenced the character of such:—This, as regards the first clause of the query.

As to the second, how far it has operated to extend national education among the masses; if it has tended to attach the people to, and give them confidence in, our system of schools generally; if it has aided in supplying our system with qualified teachers, and how far such teachers are distinguished, if at all, from those brought forward elsewhere.

(F.)

CIRCULAR to HEAD and DISTRICT INSPECTORS.

Office of National Education,
Sir, 1 June 1864.

BY the 18th query of the Special Form of Report on Convent Schools, it is meant to bring out, in regard to the first clause,—

I. How far the operation of the school has tended, if at all, to increase the amount of education in the district, that is, to add to the number of its recipients,

pients, or to improve the quality of the education imparted, or if its operation has been the reverse.

II. What point or points, if any, in school-keeping, or in the course of school instruction, not always observed in the ordinary run of schools, its management, or that of schools of its class, may have served to fix attention on, among teachers and conductors of schools generally.

III. How far the school has operated to produce the agents by whom education is carried on, and how far, whether favourably or otherwise, it has influenced the character of such.

And, in regard to the second clause,—

IV. Whether it has operated to extend National Education among the masses, or the reverse; or tended to attach the people to, and give them confidence in, our system of schools generally, or to alienate them from it; and to what extent, finally, it has aided in supplying our system with qualified teachers, and how far such teachers are distinguished, if at all, from those brought forward elsewhere.

We are, &c.
(signed) *James Kelly*,
William M'Creedy, } Secretaries.

Note.—The forms for Special Report forwarded to the several Head and District Inspectors named under (B.), embraced *all* the Convent or Monastic Schools in connexion with the Board. The other Inspectors in the service of the Board have no schools of this class in their charge, with the exception of the Gort Convent School, which is reported on by the Head Inspector.

(G.)

Forms of Reports of Inspectors.

1864.—Special Report.

County Roll No.

Upon Monastic National School,

Name of Order, Institute, or Community,

Visited: day of 1864.

Manager,
Address,

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
Average Age - - -							

1. (*a*) Adequacy of teaching power - - - -
   (*b*) Acquirements, method of teaching, and organizing skill of teachers - - -
2. Efficiency of instruction, as judged by results -
3. Management, care, and instruction of infant pupils

4. Of

4. Of the pupils that have finally given up attendance at school, proportion that have attained to a satisfactory degree of education - -

5. Results of instruction in Music, Drawing, and other extra branches - - - - -

6. Results of industrial instruction - - -

7. Results of moral training, as to the habits and manners of the pupils - - - - -

8. Arrangements—and observance of specified arrangements—for religious instruction - -

9. (*a*) Acquirements of Monitors - - - -

(*b*) Efficiency of their services as Junior Instructors - - - - - -

(*c*) Measures adopted for preparing them for their duties - - - - - -

(*d*) Results of their annual examinations - -

10. Observance of the Board's Rules by the conductors of this school - - - - -

11. (*a*) Adequacy of the accommodation in school and class-rooms, allowing six square feet for each pupil in average attendance -

(*b*) Healthiness and convenience of school-rooms as to light, ventilation, out-offices, &c. -

(*c*) Expense incurred in the building and furnishing of the school-house and offices -

12. Supply of Maps, Charts, Apparatus, and usual school requisites; and expense incurred in providing them - - - - - -

13. Effect, if any, of the operation of this school in drawing out from their homes and bringing under the influence of instruction those children of the more destitute classes who would otherwise probably attend no school - -

14. In what way, and to what extent, has the existence of this school affected the operation of Lay Male Schools around it; and by what agencies has such influence been brought to bear? -

15. Relative estimate of the educational value of this Monastic School as compared with the ordinary Boys' Schools of the district, in regard to the following:—

A. As to efficiency of general course of instruction

B. As to care, &c., of infant pupils - - -

C. As to instruction in Music, Drawing, and other extra branches - - - -

D. As to industrial instruction - - - -

E. As to moral training - - - - -

F. As to religious instruction - - - -

G. As to observance of Board's Rules - -

H. As to school-room accommodation, &c. -

I. As to supply of educational apparatus - -

K. As to attractive influence in bringing children of the poor under instruction - - -

16. Number of inspections and visits made by the Inspectors of the Board to this school during the years - -

	1860.	1861.	1862.	1863.
Inspections -				
Incidental visits				

17. Character of the observations recorded by the Inspectors - - - - - - - -

18. General observations as to the effect of this Monastic School on Education generally in district, or on Education as conducted on the system of the National Board of Education -

Inspector,

Rank,

Religion,

Date day of 1864.

1864.—Special Report.

County Roll No.

Upon Convent National School,

Name of Order, Institute, or Community,

Visited: day of 1864.

Manager,

Address,

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
Average Age - - -							

1. (*a*) Adequacy of teaching power - - -

(*b*) Acquirements, method of teaching, and organizing skill of teachers - - - -

2. Efficiency of instruction, as judged by results -

3. Management, care, and instruction of infant pupils

4. Of the pupils that have finally given up attendance at school, proportion that have attained to a satisfactory degree of education - - -

5. Results of instruction in Music, Drawing, and other extra branches - - - -

6. Results of industrial instruction - - - -

7. Results of moral training, as to the habits and manners of the pupils - - - - -

8. Arrangements—and observance of specified arrangements—for religious instruction - -

9. (*a*) Acquirements of Monitors - - - -

(*b*) Efficiency of their services as Junior Instructors - - - - - - -

(*c*) Measures adopted for preparing them for their duties - - - - - - -

(*d*) Results of their annual examinations - -

10. Observance of the Board's Rules by the conductors of this school - - - - -

11. (*a*) Adequacy

11. (*a*) Adequacy of the accommodation in school and class-rooms, allowing six square feet for each pupil in average attendance - -

(*b*) Healthiness and convenience of school-rooms as to light, ventilation, out-offices, &c. -

(*c*) Expense incurred in the building and furnishing of the school-house and offices -

12. Supply of Maps, Charts, Apparatus, and usual school requisites; and expense incurred in providing them - - - - - - -

13. Effect, if any, of the operation of this school in drawing out from their homes and bringing under the influence of instruction those children of the more destitute classes who would otherwise probably attend no school - -

14. In what way, and to what extent, has the existence of this school affected the operation of Lay Female Schools around it; and by what agencies has such influence been brought to bear? - - - - - - - -

15. Relative estimate of the educational value of this Convent School as compared with the ordinary Girls' Schools of the district, in regard to the following:—

A. As to efficiency of general course of instruction - - - - - - - -

B. As to care, &c. of infant pupils - - -

C. As to instruction in Music, Drawing, and other extra branches - - - -

D. As to industrial instruction - - -

E. As to moral training - - - - -

F. As to religious instruction - - - -

G. As to observance of Board's Rules - -

H. As to school-room accommodation, &c. -

I. As to supply of educational apparatus - -

K. As to attractive influence in bringing children of the poor under instruction - -

16. Number of inspections and visits made by the Inspectors of the Board to the school during the years - - -

	1860.	1861.	1862.	1863.
Inspections -				
Incidental visits				

17. Character of the observations recorded by the Inspectors - - - - - - - -

18. General observations as to the effect of this Convent School on Education generally in district, or on Education as conducted on the system of the National Board of Education - -

Inspector,
Rank,
Religion,
Date, day of 1864.

PART II.

RETURN of any PUPIL TEACHERS appointed by the Board in Baggot-street Convent National School, *Dublin*, and when appointed, and of the Salaries paid, and out of what Fund paid; and a Copy of any LETTER of INSTRUCTIONS to examine such PUPIL TEACHERS, and of REPORT on or Answer to the same.

(A.)

LETTER from Mrs. *M. M. Norris*, Superioress of Baggot-street Convent.

(Roll No. 2018.)

Baggot-street National School,
1 September 1862.

Gentlemen,

I BEG to draw the attention of the Board to the average attendance of our schools, and the arrangement of the organization with respect to our monitresses. We have had an average attendance for the year of 751, and for each of the last three months—June 910, July 934, August 928.

For the instruction of such a number, we require a large staff of monitresses; our present number is only 18, four of whom are juniors. It would, we presume, be easily perceived, that so small a staff of monitresses is quite inadequate to our wants. Mr. Lentaigne, one of the Commissioners, a few days ago informed us that the Board had granted four pupil teachers, at 20*l.* a year each, to the Sisters of Charity School at King's Inn Street, and we venture to hope that our claims will recommend us to at least an equal share of the Board's favour.

We have four senior monitresses in their fourth year, whom we can strongly recommend for the office of pupil teacher; but we are prepared to place their selection in the hands of the Inspectors. Besides the appointment of four pupil teachers, we would hope that the Commissioners would extend the number of senior monitresses to 20, and of juniors to 6.

We believe we are not deceiving ourselves in the conviction, that the Board will not rank us amongst the least deserving of their conventual and faithful clients, "The Sisters of Mercy."

Believe me, &c.
(signed) *M. M. Norris.*

(B.)

COPY of the ORDER of the Board of National Education, made on the foregoing Letter, and bearing date the 5th September 1862.

(B. O. 5—9—1862.)

Ordered,—That the Head and District Inspectors be authorised to select from the senior monitresses of the school four young persons to serve as pupil teachers, at the rate of 20*l.* per annum each, from the 1st September 1862.

That the monitorial staff of the school shall for the present consist of,—

(*a.*) Four pupil teachers.

(*b.*) Eighteen senior monitresses.

(*c.*) Four junior monitresses.

The eight vacancies consequent on the above arrangement in the class of senior monitresses are to be filled up at once by the Head and District Inspectors, and those appointments are to date from the 15th September 1862.

(C.)

LETTER from *W. H. Newell*, Esq., LL.D., Head Inspector, in relation to the order of the Board, dated 5 September 1862.

Baggot-street Convent National School,
20 September 1862.

Gentlemen,

I HAVE the honour to inform you that, owing to my absence on leave, your letter of the 6th instant only reached me on the 13th instant. In this letter you direct me, in conjunction with the District Inspector, to select four pupil-teachers and eight paid monitresses to act in the above-named school. The District Inspector could not accompany me, as he had arranged to be in England on this day, which was the day agreed upon between the manager of the school and me, for the examination of the candidates. I was engaged in this examination from ten until past four o'clock, without a minute's cessation.

I may remark that the answering was generally very good.

I beg to submit the names of the successful candidates:

Pupil Teachers.

Mary Kelly.	Mary A. Madden.
Margaret Dermody.	Kate Bennett.

These four girls have been acting as senior paid monitresses.

Senior Paid Monitresses.

Mary Lawler.	These have served as junior paid monitresses.	M. A. Sharpe.
Mary Kenna.		Agnes M'Donagh.
Nannie Kelly.		Mary Ward.
Kate Byrne.		Mary Doran.

Junior Paid Monitresses.

Eliza Cox - - - - - - - -	*vice* M. Lawler.
Eliza Hutton - - - - - - - -	„ M. Kenna.
Philomena Dermody - - - - - - -	„ N. Kelly.
M. A. Conlan - - - - - - -	„ Anna M. Nevin.

A. M. Nevin has been dismissed for non-proficiency. The others who caused vacancies in this rank have been, as stated above, promoted.

There are, besides these 16 persons, 10 other senior paid monitresses, making the total number of all classes 26.

I beg to submit the names of these 10 monitresses:

Mary M'Quaid.	Mary Hampson.
Honoria Hagan.	Louisa Davis.
Mary A. Nolan.	Margaret Brennan.
Margaret Batty.	Polly Kelly.
Eliza Knight.	Mary Cox.

I have, &c.
(signed) *W. H. Newell*, Head Inspector.

To the Secretaries,
&c. &c. &c.

(D.)

COPY of the ORDER of the Board of National Education on Head Inspector *Newell*'s Letter of the 20th September.

(B. O., 3 October 1862.)

Ordered,—That, in conformity with the terms of the Board's Order of the 5th September 1862, the following appointments be made in the Baggot-street National School:

Mary Kelly Margaret Dermody Mary A. Madden Kate Bennett	To be paid as pupil teachers, at the rate of 20 *l.* per annum, from the 15th September 1862.
Mary Lawler Mary Kenna Nannie Kelly Kate Byrne M. A. Sharpe Agnes M'Donagh Mary Ward Mary Doran	To be paid as senior monitresses, at the rate of 5 *l.* per annum, from the 15th September 1862.
Eliza Cox Eliza Hutton Philomena Dermody M. A. Conlan	To be paid as junior monitresses, at the rate of 2 *l.* per annum, from the 15th September 1862.

Further *Ordered*,—That salary be withdrawn from A. M. Nevin, junior paid monitress, from the 15th September 1862, for non-proficiency.

(E.)

Note.—Salaries paid out of the funds placed by Her Majesty's Government at the disposal of the Commissioners of National Education, Ireland.

NATIONAL EDUCATION (IRELAND).

COPY of the CIRCULAR or INSTRUCTIONS addressed in the present Year by the NATIONAL BOARD of EDUCATION in *Ireland* to the HEAD and DISTRICT INSPECTORS, ordering them to make a Special Inspection of CONVENT SCHOOLS, the Names of the Inspectors to whom sent, and the Form of Report they have been ordered to make; &c.

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed,*
15 *June* 1864.

391.

Under 2 *oz.*

NATIONAL EDUCATION (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 17 June 1864;—*for*,

COPY "of the SPECIAL REPORTS recently made to the COMMISSIONERS of NATIONAL EDUCATION in *Ireland* on the CONVENT SCHOOLS in connection with the Board."

(*Mr. Monsell.*)

Ordered, by The House of Commons, *to be Printed*, 20 *June* 1864.

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Killarney, Monks	113
Kinsale	39
King's Inn's-street	77
Kingstown	79
Listowel	118
Longford	161
Loughrea	103
Loretto	80
Maynooth	130
Maryborough	184
Mallow	42
Mill-street	45
Milltown	119
Midleton	43
Moville	57
Mount St. Catherine	10
Monaghan	178
Moate, No. 2	209
Mountmellick	185
Mooncoin	136
Mullingar	210
Naas	132
Navan, No. 1	174
Navan, No. 2	176
Nenagh	200
Newtown Smyth	95
Newtownbarry	220
New Ross, No. 1	216
New Ross, No. 2	218
New Ross, Female (2)	219
Omagh	204
Oranmore	97
Oughterard	98
Passage West	47
Perry-square	148
Portarlington	144
Queenstown	49
Rahoon	100
Richmond	81
Rochford Bridge	212
Roscommon	189
St. Anne's	149
St. Catherine's	151
St. Columb's	159
St. Finbar's	51
St. John's	153
St. John's-square	154
St Joseph's	53
St. Mary's	156
St. Mary's	167
St. Mary and St. Munchin's	156
St. Nicholas	102
St. Peter's	191
St. Vincent's (Loughrea)	103
St. Vincent's	104
Sexton-street	158
Skibbereen	54
Sligo	192
Stradbally	186
Swineford	172
Tallow	207
Templeshannon	222
Thurles	202
Thurles, Industrial	203
Tranquilla	83
Tralee	121
Tralee	122
Tullow, Monks	17
Tullow	19
Tullamore	146
Warren Mount	84
Wexford, No. 1	224
Wexford, No. 2	227
Wexford, Female	229
Wexford, Infant	230
Youghal	56

QUERIES which are answered in the following SPECIAL REPORTS.

1. (*a*).—Adequacy of teaching power.

1. (*b*).—Acquirements, method of teaching, and organizing skill of teachers.

2.—Efficiency of instruction, as judged by results.

3.—Management, care, and instruction of infant pupils.

4.—Of the pupils that have finally given up attendance at school, proportion that have attained to a satisfactory degree of education.

5.—Results of instruction in music, drawing, and other extra branches.

6.—Results of industrial instruction.

7.—Results of moral training, as to the habits and manners of the pupils.

8.—Arrangements—and observance of specified arrangements—for religious instruction.

9. (*a*).—Acquirements of monitors.

9. (*b*).—Efficiency of their services as junior instructors.

9. (*c*).—Measures adopted for preparing them for their duties.

9. (*d*).—Results of their annual examinations.

10.—Observance of the Board's rules by the conductors of this school.

11. (*a*).—Adequacy of the accommodation in school and class-rooms, allowing six square feet for each pupil in average attendance.

11. (*b*).—Healthiness and convenience of school-rooms as to light, ventilation, out-offices, &c.

11. (*c*).—Expense incurred in the building and furnishing of the school-house and offices.

12.—Supply of maps, charts, apparatus, and usual school requisites; and expense incurred in providing them.

13.—Effect, if any, of the operation of this school in drawing out from their homes and bringing under the influence of instruction those children of the more destitute classes who would otherwise probably attend no school.

14.—In what way, and to what extent, has the existence of this school affected the operation of lay female schools around it; and by what agencies has such influence been brought to bear?

15.—Relative estimate of the educational value of this convent school as compared with the ordinary girls' schools of the district, in regard to the following:—

A.—As to efficiency of general course of instruction.

B.—As to care, &c. of infant pupils.

C.—As to instruction in music, drawing, and other extra branches.

D.—As to industrial instruction.

E.—As to moral training.

F.—As to religious instruction.

G.—As to observance of Board's rules.

H.—As to school-room accommodation, &c.

I.—As to supply of educational apparatus.

K.—As to attractive influence in bringing children of the poor under instruction.

16.—Number of inspections and visits made by the Inspectors of the Board to this school during the years 1860, 1861, 1862, and 1863.

17.—Character of the observations recorded by the inspectors.

18.—General observations as to the effect of this convent school on education generally in district, or on education as conducted on the system of the National Board of Education.

COPY of the SPECIAL REPORTS recently made to the COMMISSIONERS of NATIONAL EDUCATION in *Ireland* on the CONVENT SCHOOLS in connection with the BOARD.

SPECIAL REPORTS.

County Antrim, Roll No. 7059.

CRUMLIN-ROAD CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—St. Paul's Convent of Mercy.

Visited 2d and 3d June 1864.—Manager, Mr. Morin, Belfast.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and s. Higher Classe	TOTAL.
1,180	304·9	229	96	82	31	26	464
Average Age - - -		5·6	8	9·6	10·1	11·6	8·7

Answers to Queries.

1. (*a*).—There is one teacher and two monitors for every 50 pupils in attendance; their energies are consequently heavily taxed.

1. (*b*).—The literary acquirements of the sisters who conduct this school are not tested by direct examination, but their appreciation of the Inspectors' questions to the advanced classes and monitors, as well as their aptness in detecting any error in the answer, fully testifies as to their literary competency. For an unembarrassed and composed method of communicating instruction, and a methodical organizing power, I have always thought them rather remarkable.

2.—The ability of the pupils to lay hold on the subject under consideration, and the ready and intelligent answers to questions not technically prepared, but naturally arising in the course of conversation, manifests great efficiency in the teaching process.

3.—The younger as well as the more adult pupils in charge of the sisters here seem perfectly happy and confiding, an effect only produced by an affectionate and sympathising influence, and the progress is fully commensurate with the time under instruction.

4.—This is one of the most decidedly manufacturing towns in the United Kingdom; the pupils are in large proportion drawn from the working classes, and must leave at an early age: nevertheless I observe that, for several years, from eighteen to twenty per cent. of the pupils in average attendance have risen to the senior division of the school, and consequently left with an education sufficiently liberal to be of service to them in afterlife, in whatever calling Providence might place them.

5.—The degree of perfection in vocal music is rarely met with. Cultivation has given naturally good voices a facility and grace in execution which could not fail to please the most critical.

6.—Drawing good. Extra branches very good. Plain work has been well attended to, and the fancy-work also is of such a character as to be serviceable in afterlife to these young people.

7.—The pupils are docile, orderly, and affectionate, and there is no school in my district in which I feel more comfortable in the performance of inspection duties.

8.—The time set apart is from two to half-past two daily, with five minutes for prayer at noon; this is scrupulously observed, and well adapted to this school.

9. (*a*).—In literary acquirements these monitors rank very high; several equal to second-class teachers.

 9. (*b*).—Highly

9. (*b*).—Highly efficient, as shown by results.

9. (*c*).—One of the sisters takes charge of the monitors' class, for one hour daily, before the ordinary classes commence. I have had the pleasure and profit also of being present occasionally during this hour, and consider the monitors highly privileged.

9. (*d*).—The results for several years have been most satisfactory.

10.—They appear to be faithfully and scrupulously observed.

11. (*a*).—The accommodation here is excellent. About 720 pupils could be comfortably accommodated, and the attendance never exceeds 500 pupils on any day.

11. (*b*).—This leaves nothing to be desired.

11. (*c*).—£. 1,987. 3 *s.* 2½ *d.*

12.—Very well supplied. About 81 *l.* of expense incurred in providing them.

13.—The poorer classes have great confidence in the nuns, and many, I have no doubt, place their children under their care that would neglect or refuse to send them elsewhere.

14.—The girls who remain at school to a more mature age frequently leave the other lay Roman Catholic schools, and finish their education here. The only agency employed is faithful and efficient teaching, combined with visiting the different families of their own persuasion.

15. A.—It is superior to any lay Roman Catholic school in this district, and quite equal to the best of any other denomination, and in advance of the majority also.

15. B.—Quite equal to any other school in this district, and in this respect the district has attained a perfection which is seldom realised.

15. C.—I have only three lay schools in this district that would contrast at all favourably in music with this school. Drawing is quite as good in several, but none can be compared with it in extra branches.

15. D.—It is, I believe, in advance of any lay school in this district, except the model schools.

15. E.—There is a pleasing simplicity of manner observable, as free from false modesty as from effrontery or boldness; they treat their inspector with cordiality, candour, and confidence; and I would be led to say from such appearance that the moral training is of an effective kind.

15. F.—I believe that religious instruction is well attended to in all the schools. I cannot well give an opinion in this matter, but I have been occasionally present at the noon prayer, and from the chastened, subdued, and general appearance of the pupils, I would suppose that it is judiciously administered.

15. G.—They seem to be scrupulously observed.

15. H.—Superior to any other school in this district, which is proverbial for ample school accommodation.

15. I.—Very good.

15. K.—It is particularly influential in bringing out adult pupils to the evening school who would not attend elsewhere.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	3	1	3	2

17.—Favourable.

18.—The attention of the nuns in visiting the Roman Catholic families has greatly increased their attendance at this school; their discipline is also mild, firm, and encouraging, and such as to inspire with confidence. The nuns have an influence over adult pupils and grown women, who attend the evening classes, which is not attainable in lay schools; in the latter they are generally impatient of restraint or inspection; in the convent schools they are as submissive as well-trained children, and many attend these schools who would not be induced to attend any other school.

In any system of education having for its object the moral advancement and literary improvement of the Roman Catholic people, this school would prove an acquisition and an ornament; and having inspected it several times annually for more than six years, I feel pleasure in recording my approbation of its general management, and the attention which both teachers and pupils have given to every suggestion with reference to organization or literary proficiency.

(signed) *R. Nesbitt,*
First Class Deputy Inspector.
(Wesleyan.)

7 June 1864.

County Antrim, Roll No. 8056.

Hamilton-street Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27th and 31st May and 9th June 1864.—Manager, Mrs. Delany, Belfast.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in							
		First Class.		Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.	
		M.	F.	F.	F.	F.	F.	M.	F.
472	163	50	100	39	21	15	6	50	181
Average Age - - -		4·2	5·3	6·7	9·9	10·4	11	4·2	7

Answers to Queries.

1. (*a*).—The present teaching staff consists of two ladies of the convent (aided, occasionally, by a lay sister), and seven senior and three junior monitresses. It is contemplated to have another lady connected with the convent as permanent teacher in the school. During 1863 the average daily attendance was 163; and as the teaching staff was nearly the same as at present, there was an instructor (counting those of all grades) for every 14 pupils; or, omitting the junior monitresses, for every 18 pupils. The average age of the senior monitresses is 17·2 years. Five are above the age entitling them to be recognised as principal or assistant teachers; and they have, on an average, one-and-a-half year's experience in teaching.

1. (*b*).—I cannot, of course, offer an opinion, based on a formal examination, as to the acquirements of the ladies of the convent; but, as far as I have had an opportunity of judging during visits to the school, I can have no hesitation in pronouncing a most favourable opinion on the subject. One of the ladies, who has the chief superintendence, has had considerable experience in school matters in largely-attended convent national schools at Baggot-street, Kingstown, and Crumlin-road. Both display the utmost zeal in adopting and carrying out the most approved methods of conducting school business.

2.—Most of the children were very young, and in the lower classes. Of the 231 pupils present, 164 were under seven years of age. The general proficiency in subjects suited to their age and circumstances is satisfactory.

3.—One hundred and fifty of the children present were in the infants' room. The average age of the boys, 4·2; of the girls, 5·3. Considerable care and attention are devoted to these children. Religious instruction, recreation, gallery exercises, object lessons, and infant-school songs occupy them four hours daily.

4.—After a careful examination of the school records, from the close of 1858 to the present time, 154 pupils, of 11 years of age and upwards, who had attained to the higher classes, are found to have left the school for the purpose of becoming nursery governeses, entering on a trade, working in the mills, or going to service. About 60 others belonging to the junior classes, who were obliged to leave at an earlier age, returned to continue their education in the evening national school, which was in operation up to 1862. Seventeen pupils during this period became monitresses; eight died; and 36 cannot be fully accounted for. Sixty-three per cent. of those who have given up schooling altogether may be said to have attained a satisfactory degree of education.

5.—Arrangements are in progress to have drawing and singing taken up as special subjects. At present the instruction in vocal music is mainly confined to marching songs, and those given in infant school manuals.

6.—One hour daily is devoted to instruction in needlework. Plain sewing is chiefly attended to; and the results appear to be very satisfactory. All the materials are provided for such children as are unable to bring them.

7.—The children are gentle and sumissive in demeanour, evidently fully under the control of their teachers, whom they respect very much. They present a neat and orderly appearance, which is the more noticeable, as the home influences are doubtless of a very unfavourable nature in many instances.

8.—The following arrangements are notified on the time-tables, and, I believe, strictly observed:—Religious instruction in the girls' department commences daily (except Saturday) at 11·30 o'clock, continues till 12, is resumed at 2·25, and ends at 2·35 o'clock. In the infants' room, the girls receive religious instruction from 11 to 11; and the boys, from 11 to 12 o'clock.

9. (*a*).—The acquirements of the monitors are, in general, fully up to the standard prescribed in the Commissioners' programme.

 9. (*b*).—There

9. (*b*).—There is considerably more importance attached to the office of monitor her than in the majority of national schools: the services of the young persons so engaged are fairly efficient.

9. (*c*).—The extra instruction of the monitors is very carefully attended to. They are arranged in two divisions, and taught as a special class for about three hours daily; the rest of their time is occupied in the practice of teaching.

9. (*d*).—Such of the monitresses as were entitled to attend the public examination last year acquitted themselves (with one exception in some subject) satisfactorily.

10.—I believe that the Board's rules, even such of them as may be considered restrictive of full liberty as regards religious instruction, are conscientiously observed by the conductors of this school.

11. (*a*).—More than twice the number in average daily attendance during past year could be conveniently accommodated in the school and class-room, allowing six square feet for each child.

11. (*b*).—The rooms are spacious and well arranged for school purposes. The walls of the girls' principal and the infants' room are 14 feet high; of the class-room, 10 feet. Light, and the means of ventilation, abundant. The school-rooms, as to healthiness, are not surpassed by any in the district.

11. (*c*).—The sum of 500 *l.* was expended, out of funds collected for the community, in constructing the school building. There is a rent of 35 *l.* per annum. The capitation allowance from the Commissioners, when it reaches the amount, goes to the payment of the rent of the school buildings.

12.—There is an ample supply of large maps, charts, &c. A more abundant supply of school requisites is kept up here than in most of the ordinary schools.

13.—Most of the children on the rolls belong to the more destitute classes, and but for the unwearied exertions of the conductors of the school in visiting the parents, and inducing them to send their children, the great majority would never attend any school. The cause of even an occasional absence of a child is very carefully inquired into.

14.—This convent school has had no appreciable effect on the attendance in the lay female or other schools around it. There are nearly a dozen national schools (in al of which girls are found in attendance) within five minutes' walking distance of this school. The latter are chiefly under the management of Presbyterian clergymen.

15. A.—Taking into account the circumstances of the school as to pupils' ages, this school is on a par with the best-conducted of the ordinary female schools of the district as to instruction, while in the case of

15. B.—Infant pupils I consider it superior.

15. C.—Music and drawing are not taught as special subjects.

15. D.—Throughout the district there are only two ordinary schools in which industrial instruction receives the time and attention devoted to it here.

15. E.—In the inculcation of good habits amongst the pupils, and solicitude for their moral training, I consider it superior to the ordinary girls' school.

15. F.—The time devoted to religious instruction is more ample than in the majority of ordinary girls' schools.

15. G.—The Board's rules are as faithfully observed.

15. H.—As to accommodation, healthiness, and general adaptation for school purposes, this school is superior to, and

15. I.—As regards necessary educational apparatus, is on a par with the other schools.

15. K.—The attractive influence of the convent school, in bringing the more destitute class of children under instruction, is perhaps one of its most distinguishing features. In this respect it is immeasurably beyond the ordinary female schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	2 { 28 Mar. / 2 Aug. }	1 10 Apr.	2 { 9 Apr. / 18 Aug. }	2 { 25 Sept. / 1 Oct. }
Incidental visits - -	About three incidental visits each year.			

17.—Uniformly favourable.

18.—The good effected by this convent school is mainly local in its operation. It supplies a want which otherwise would be much felt in the part of the town in which the school is situated.

As already noted, it exercises a most salutary effect in bringing the poorer children of the neighbourhood under instruction, and training them in habits of order, cleanliness, and morality; nor is its influence confined to the period of school attendance. There is a close connection maintained between the pupils who have entered on the business of life and the ladies of the convent, who continue to give their former pupils every assistance in their power in the way of advice, and in procuring suitable situations for them. The value of this solicitude for the moral and material wellbeing of former pupils cannot be too highly estimated, especially in such a place as Belfast. The Board's system has, in my opinion, derived considerable advantage from the connection with it of this and a kindred school in Belfast, as the fact of the ladies of the convent placing their school under the National Board, and submitting to its rules, has a tendency to attach the Catholic population of the town to the system administered by the Commissioners—a feeling which, I believe, wonld not exist (certainly not to the same extent) if this school were circumstanced as the ordinary female schools.

(signed) *William R. Molloy*, District Inspector.

11 June 1864. (Roman Catholic.)

County Armagh, Roll No. 7508.

Canal-street Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27th and 30th May and 6th June 1864.—Manager, Rev. P. O'Neill, Newry.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
553	301	60	66	47	22	10	205
Average Age - - -		4·5	8·0	9·3	12·2	11·8	8·0

Answers to Queries.

1. (*a*).—The teaching power is amply sufficient. The staff consists of 10 of the ladies of the convent in the literary and six in the industrial school, assisted by seven monitresses and one industrial teacher paid by the Board.

1. (*b*).—All have received the education of ladies, and are well qualified to give instruction in the several branches they are called on to teach. Their method of teaching is intelligent and successful. Discipline is maintained with firmness and kindness.

2.—Satisfactory progress has been made in reading, penmanship, and writing from dictation. In arithmetic, grammar, and geography, the proficiency is not so satisfactory, but on the whole as fair as could be expected, considering the irregularity of the attendance of the pupils, and the class of the community to which they belong.

3.—Nothing can exceed the kind, careful, and judicious management of the infant pupils attending the school.

4.—During the past year 33 pupils finally left school: of these 26, or 78 per cent., were in third class; none left in fourth or higher classes.

5.—Drawing is not taught. Instruction is given by the ladies of the convent in vocal music for a quarter of an hour each day; the pupils also sing while at work. The singing of both monitors and pupils is remarkably good.

6.—The school consists of two departments, one in which literary instruction is combined with industrial, and the other in which industrial instruction is almost exclusively given. In the latter, work of the most varied and costly character is most beautifully executed. This is afterwards sold, and the profits, without any deduction whatever, handed over to the pupils. I attach a list of the different kinds of work done, with the average weekly earning of each pupil.

It is almost impossible to over-estimate the amount of care bestowed on the moral training of the pupils, and the pains taken to train them to habits of industry, neatness and cleanliness, and to the observance of propriety and decency of deportment.

8.—The whole of Saturday, and from 10 to 10·30 o'clock and 12 to 12·5 o'clock daily, is devoted to religious instruction. These arrangements are, I have reason to believe, strictly adhered to.

9. (*a*).—The proficiency of the monitors in reading, penmanship, and writing from dictation is very satisfactory. In arithmetic and geography they are rather backward. On the whole, however, they are fairly up to their programme as monitors of the second year.

9. (*b*).—In the discharge of their duties they are careful and painstaking, and are as fully efficient as young persons of their standing could be well expected to be.

9. (*c*).—The ladies of the convent devote one hour each day to their instruction.

9. (*d*).—Generally satisfactory.

10.—As far as I could observe, the rules of the Board are strictly adhered to.

11. (*a*).—There is ample accommodation. The several rooms are, together, capable of containing 475 pupils, while the average attendance is only about 300.

11. (*b*).—The rooms are all well lighted and ventilated, and supplied with suitable and convenient out-offices.

11. (*c*).—The present school buildings and offices were fitted up entirely at the expense of the community.

12.—The supply of maps, charts, apparatus, and school requisites is very good. They were supplied partly at the expense of the Board and partly at the expense of the community.

13.—I have here to repeat my observations, under this head, given in my report on High-street Convent School, "That the social position of the ladies of the convent, their

acknowledged capabilities as teachers, their disinterestedness, and their high religious character, added to their constant and regular visitation of parents and pupils, have such an attractive influence on the Roman Catholic poor, that numbers are brought under instruction who otherwise would have been brought up in ignorance and vice. The good effected in this way, as compared with the ordinary schools, cannot be over-estimated."

14.—Besides the convent schools, there are no female schools in the town or immediate neighbourhood conducted by lay teachers under Roman Catholic management. I am not aware that it has in any way affected other schools prejudicially.

15. A.—As to efficiency in teaching reading, it is superior, while as to arithmetic, grammar, geography, and penmanship, it is fully equal to the more respectable lay female schools.

15. B.—As to judicious management of infant pupils, and kindness and care bestowed on them, this school is much superior.

15. C.—The previous education of the ladies of the convent, in both instrumental and vocal music, qualifies them in an eminent degree for giving instruction in this branch. They possess a cultivated taste, and a skill that cannot be expected in teachers of the ordinary schools.

15. D.—From my previous remarks it will be seen that in none, even in the best of the ordinary female schools, is the industrial instruction of the pupils so carefully and skilfully attended to, and with such satisfactory results.

15. E.—The amount of care and attention given to the religious instruction of the pupils is much greater than could be expected from lay teachers.

15. F.—As to observance of Board's rules, I could make no distinction between this and the ordinary female schools.

15. G.—As regards the moral training of the pupils, it is greatly superior even to the best of the ordinary female schools.

15. H.—The school accommodation, whether as regards space or suitableness, is equal to the most respectable of the ordinary female schools.

15. I.—Few of the ordinary female schools are as liberally supplied with educational apparatus and the necessary school requisites.

15. K.—For the reasons previously stated, this school has an influence in bringing the children of the poor under instruction that cannot possibly be possessed by ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	2
Incidental visits - - -	–	–	–	–

17.—Generally satisfactory.

18.—The effect of this school on education generally cannot be overestimated. Not content with the faithful discharge of their duties towards the children while under their care, these ladies carry out a regular and systematic visitation of both parents and pupils. This must have a most salutary effect in impressing on the minds of the poor the value of instruction, and in setting an example to the teachers of the neighbourhood worthy of their imitation, and thus inducing them to take a greater interest in the conduct and welfare of their pupils.

Secondly, the watchful surveillance of these ladies does not end here. After their pupils have finally left school and entered the world, they carefully watch over their moral conduct, and keep up a constant correspondence—personally if within reach, and by letter if at a distance—inquiring into their circumstances, giving them as occasion offers the soundest and wisest advice, and often serving them most materially in procuring them suitable situations and employment. I attach a list of young persons who have been thus provided; in this way also these ladies, I conceive, give a most salutary example to the teachers of our ordinary schools.

Lastly, and above all, the industrial school, in which instruction of the most varied kind is given, suited to the tastes and capacities of the pupils, has been most instrumental in providing remunerative employment for very many who would otherwise have become a burden to the community as occupants of our workhouses or prisons. I attach a list of the descriptions of work executed, with the average weekly earnings of each pupil.

In conclusion, I would again repeat my observations in my report on High-street Convent School, "That, in my opinion, the circumstances of the convent schools being connected with the Board gives a confidence to the Roman Catholic population in our system generally; that the connection of the convent schools with our system is accepted by the Roman Catholic poor as a guarantee that the entire system is one in which they can place the fullest confidence."

(signed) *Thos. McIlroy*, District Inspector.
(Presbyterian.)

7 June 1864.

NAMES of YOUNG WOMEN who passed through the House of Mercy, Canal-street, Newry, and who were trained for Service, and provided with Situations.

From 1857 to 1864.

No.	Names.	Date of Leaving.	Destination.
1	Rebecca Rolston	1857	Is married.
2	Rose Leary	„	In Australia.
3	Margaret Goodman	„	
4	Matilda Russell	„	
5	Eliza Mooney	„	At service in Dundalk.
6	Mary M'Alister	1858	- ditto - Newry.
7	Catherine Magan	„	- ditto - Cork.
8	Mary M'Anerney	„	Is married.
9	Alice Crawley	„	- ditto.
10	Tilly Henderson	„	At service in Rathfriland.
11	Jane Marrow	„	Is married.
12	Hanna Roan	1859	At service in England.
13	Mary A. Donnelly	„	Is dead.
14	Rose Ferran	„	Is married.
15	Mary M'Geown	„	At service in Dublin.
16	Mary Watson	„	Is married.
17	Mary Sheals	„	At service in Dungannon.
18	Margaret M'Givern	„	- ditto - Newry.
19	Mary A. Sharkey	1860	At home, dressmaking.
20	Mary M'Geown	„	At home; works in the mill.
21	Sarah Burden	„	In the Industrial School.
22	Mary A. O'Hear	„	At home.
23	Eliza Burden	„	In the Industrial School.
24	Susan Kelly	„	Married.
25	Bridget M'Court	„	
26	Mary Kelly	„	In the Industrial School.
27	Kate King	„	In service in Newry.
28	Margaret Troy	1861	- ditto - England.
29	Rose Moor	„	- ditto - Newry.
30	Mary A. Fitzpatrick	„	- ditto - Scotland.
31	Bridget M'Donnell	„	- ditto - Newry.
32	Mary C. Cane	„	- ditto - Newry.
33	Mary Shannon	„	- ditto - County Tyrone.
34	Mary Carr	„	- ditto - Bandbridge.
35	Bridget Rice	1862	In the Industrial School.
36	Mary Moor	„	Married.
37	Anne Rooney	„	At home, earning by washing.
38	Anne M'Gough	1863	At service in Newry.
39	Rose Dunne	„	- ditto - Downpatrick.
40	Anne Rodgers	„	- ditto - Belfast.
41	Anne M'Dermott	„	- ditto - Scotland.
42	Lizzy Maginnis	„	- ditto - Warrenpoint.
43	Anne M'Guigan	„	- ditto - Dungannon.
44	Mary M'Gowen	„	- ditto - Dublin.
45	Mary Brown	1864	- ditto - Newry.
46	Margaret Hagan	„	- ditto - Lisburn.
47	Eliza Trainor	„	- ditto - Rosstrevor.
48	Mary O'Hear	„	- ditto - Warrenpoint.
49	Anne M'Key	„	In the Industrial School.
50	Mary A. M'Ateer	„	At service in Dungannon.
51	Catherine M'Cafrey	„	- ditto - Warrenpoint.
52	Mary Adair	„	- ditto - Newry.
53	Bridget Cummen	„	- ditto - ditto.

In addition to the above named, 82 girls were sent to situations from the Industrial School.

LIST of the various Kinds of Work taught by the Sisters of Mercy in the Industrial Schools, Canal Street, Newry, with the Amount of Weekly Wages that can be earned at each, by Girls attending the School.

		s.	d.		s.	d.
Plain Work:						
Fancy shirts -	from	4	–	to 5		–
Plain ditto -	„	3	–	„ 4		–
Ladies under clothing	„	2	6	„ 3		6
Children's ditto	„	2	–	„ 3		–
Muslin Work:						
Robes or frocks -	from	3	–	to 4		6
Collars and cuffs	„	3	–	„ 5		–
Trimmings, &c. -	„	1	6	„ 2		6
Crochet Work:						
Collars and cuffs	from	6	–	to 8		0
Quilts and Macassars	„	4	–	„ 5		6
Trimmings -	„	3	6	„ 5		–
Brading dresses, &c.	„	4	–	„ 6		–
Fancy Works:						
Gold embroidery -	from	6	–	to 9		–
Limerick lace -	„	4	–	„ 7		6
Point lace and opening	„	4	–	„ 5		–
Tambouring - -	„	3	–	„ 5		–
Flowers:						
Wax flowers - -	from	5	–	to 7		–
Muslin ditto - -	„	5	–	„ 7		–
Paper ditto - -	„	5	–	„ 7		–
Feather ditto - -	„	5	–	„ 7		–
Hairwork:						
Bracelets, chains, &c.	from	2	–	to 4		–
Devices, brooches, &c.	„	3	–	„ 6		–

County Armagh, Roll No. 8220.

Mount St. Catherine Convent National School.

Name of Order, Institute, or Community:—Sacred Heart.

Visited 2 June 1864.—Manager, Madame Gordan, Armagh.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
211	137	77	16	13	10	6	122
Average Age - - -		6·3	9·3	10·3	10	13·2	7·8

Answers to Queries.

1. (*a*).—The teaching power is sufficient. Three nuns are in constant attendance, and a fourth gives occasional assistance, and there are four senior paid monitors for an average attendance of about 140.

1. (*b*).—I consider the lady who acts as principal, highly qualified, and the others fairly; their method of teaching is pretty good, as regards the senior division of the school, but defective in the infant department; the organisation is quite satisfactory.

2.—In the senior division the progress of the pupils is pretty fair, but rather slower than in most ordinary schools. The poverty and ignorance of the parents render the influence of home peculiarly unfavourable to the progress of the children. In the infant department the results are not altogether satisfactory.

3.—The infants are treated with the greatest kindness, and no pains have been spared to promote their comfort and happiness. Their instruction in vocal music and physical exercises are attended to with success, but their purely literary instruction is too much simultaneous and mechanical, and the progress of the pupils very slow.

4.—Thirty-eight per cent. have attained a fair degree of education.

5.—Vocal music is taught with fair success; there is no other extra branch taught.

6.—Very satisfactory; plain sewing is more successfully taught in this school than in any other in my district.

7.—I consider the results of moral training satisfactory; habits of order, cleanliness and obedience are successfully inculcated, and the children are respectful to their teachers and kind to each other.

8.—The time devoted to religious instruction is from 9½ to 10¼ o'clock, and from 12½ to 12·35, and from 2½ to 3 o'clock. The specified arrangements are adhered to, and this subject appears to receive careful attention.

9. (*a*).—The monitors at present in office have been recently appointed, and are fairly qualified

qualified. Those whose period of service expired at the end of last year were very well qualified.

9. (*b*).—The late monitors were fairly efficient as junior instructors, I should say fully equal to the average of the monitors of my district; those at present in office have had little experience yet, but are likely to turn out well.

9. (*c*).—The monitors have from 9 to 10½ o'clock, and from 12 to 12½ for study, and they receive special instruction from 3 to 4 o'clock.

9. (*d*).—Their answering at the annual examinations was generally satisfactory, and the specimens of their needlework, which they exhibited on these occasions, highly creditable.

10.—The Board's rules are fairly observed.

11. (*a*).—There is accommodation for 360 pupils, which is more than double the amount required for the numbers in attendance.

11. (*b*).—The school-house is built in a healthy situation; there are three large school-rooms with lofty ceilings, each room is lighted by six large windows, which admit of being opened for ventilation, and the out offices are suitable and in good order.

11. (*c*).—£. 900.

12.—The maps and apparatus were granted as free stock by the Board; the school is generally well supplied with school requisites for sale, and sold to the pupils.

13.—Above 60 per cent. of the pupils on the rolls belongs to the more destitute classes, few of these would probably attend any other school. They are induced to attend this school by gifts of clothing, and a little food in winter to those really in want.

14.—The existence of this school has not materially affected the operation of any lay school around it. A few of the pupils in the senior division fluctuate between this and Armagh Female National School. The teacher of the latter school has sometimes complained that the nuns, by sending little presents to such pupils, had occasionally induced them to return to the convent school.

15. A.—In literary instruction the progress of the pupils is slower than in the ordinary girls' schools of the district; but this arises, in some measure, from the social position of the children who attend the convent school. They are the children of very poor, ignorant parents, and are totally neglected at home.

15. B.—The care and management of the infant pupils are marked by great kindness and consideration, equalled in few schools, and surpassed in none in my district; but their intellectual training is inferior to that in ordinary infant schools.

15. C.—Vocal music is as well taught as in most ordinary female schools; there are no other extra branches taught.

15. D.—The various sorts of plain and fancy needlework and knitting are more successfully taught in this than in any other national school in my district, and particular attention is paid to that kind of work which is most required in the homes of the poor. This is too seldom the case in other schools.

15. E.—Moral training appears to be as effective in this as in any other school; the children are obedient, orderly, respectful, and clean, notwithstanding the counteracting influences outside the school, which are all unfavourable to the formation of these habits.

15. F.—More time is devoted to religious instruction in this school than in any other in my district, and I have no doubt the teachers discharge this part of their duty conscientiously and effectively.

15. G.—I consider that the Board's rules are as fairly observed in this as in ordinary national schools.

15. H.—The accommodation is more in excess of what is required by the actual attendance than in any other school in my district; and in ventilation, heating, &c., it is equal to those most favourably situated in these respects.

15. I.—The supply of educational apparatus is inferior to that in many other female schools in the district. In the infant department especially, the supply is deficient.

15. K.—Few ordinary schools have succeeded so well in drawing the children of the poorest class under instruction. The really destitute are attracted, I have no doubt, by the clothing, and occasional food which the ladies of the convent kindly bestow.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	4
Incidental visits - - -	- -	- -	1	1

17.—Generally favourable, except with reference to the method of teaching first class (infant department).

18.—The operation of this school has tended to bring under the influence of education a large number of the poorest class of children, most of whom would never have attended any other school, or received any education, but that which is acquired by the idle and uncared-for on the public streets. I cannot say that it has had any marked effect on the quality of education in this district; owing to its recent connection with the Board, it has not had time to effect much in raising up agents to carry on the work of national education, but during the last year three paid monitors trained in it have become teachers, and another monitor is qualified to take charge of a school. All these are likely to be good teachers.

(signed) *Samuel Brown*, LL.D.,
District Inspector
(Presbyterian).

3 June 1864.

County Carlow, Roll No. 1926.

Bagnalstown Convent National School.

Name of Order, Institute, or Community:—Presentation Order.

Visited 9 and 10 June, 1864.—Manager, Mrs. M. T. Conroy, Bagnalstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
297	150	96	46	31	12	11	196
Average Age - - -		5·5	9·5	11·5	11·8	14·1	8·2

Answers to Queries.

1. (*a*).—The teaching power is adequate.

1. (*b*).—The acquirements of the teachers are good; their method of teaching painstaking and effective; the school is conducted on the bipartite system of organisation.

2. The instruction is efficient; the several classes have attained to a very fair degree of proficiency.

3. The infant department is satisfactorily conducted, both in point of management and of care. The pupils sing and perform the usual exercises with great spirit and effect; and, as a whole, manifest careful instruction.

4. Of those pupils that have finally given up attendance at school, 41·2 per cent. attained to third or higher classes.

5.—The pupils sing many pieces in part with great taste, and evidence very careful and superior training.

6.—Plain sewing, embroidery, and knitting are taught at present, and with satisfactory results.

A great many of the former pupils are now earning a support by the industrial work learned in this school.

7.—The habits of order and cleanliness which exist are satisfactory. The pupils are also candid and truthful, and are modest and respectful in manner.

8.—The arrangements, which are strictly observed, for religious instruction, are from 11·15 to 12·15 o'clock, and from 2·40 to 3 o'clock on each of the first five school-days.

9. (*a*).—The acquirements of the monitors are pretty fair.

9. (*b*).—They are fairly efficient.

9. (*c*).—They receive daily instruction from 9·15 to 10 o'clock, from 12·15 to 12·45 o'clock, and from 2·0 to 2·40 o'clock.

9. (*d*).—One was dismissed for unsatisfactory answering; one brought a premium to the teachers; the remaining two are only in their first year's service.

10.—The Board's rules are strictly observed.

11. (*a*).—There is accommodation for 260 pupils.

11. (*b*).—The light and ventilation of the school-rooms are good, and the out-offices in good order.

11. (*c*).—The expense of building and furnishing the school-house and offices was 360 *l.*

12. The supply of maps, charts, and the usual school requisites is sufficient; of other apparatus fair. The expense of apparatus purchased by the Community was 7 *l.*, and the annual average expense of school requisites is 6 *l.*

13.—Scarcely any but the children of the more destitute attend the National school. Some of the most destitute get breakfast at the Convent, and, but for this, could not possibly attend any school.

The religious character of the teachers and their voluntary labours excite the confidence and gratitude of the poor. Hence the attendance of such numbers of the children of the more destitute.

14.—A few of the pupils present on the days of my visits, had previously attended other National schools in the neighbourhood; and they informed me that their attendance at this school was in obedience to the wishes of their parents. The lay female school which is nearest to this, is efficiently conducted.

15. A.—The course of instruction in this school includes the Fourth Book of Lessons; in a few of the ordinary schools there is a wider course of instruction, and the proficiency attained somewhat higher.

15. B.—There is no infant school in the district; the care, &c. taken of the infant pupils in this school is satisfactory.

15. C.—The

15. C.—The style of singing, both in parts and in unison, is much superior to that in the ordinary girls' schools; the lady who conducts this department is highly qualified.

15. D.—The attention given to industrial instruction in the ordinary schools is, unfortunately, as a rule, very superficial; due attention is given to it in this school.

15. E.—The moral training is superior to that in the ordinary schools.

15. F.—The time devoted to religious instruction is somewhat longer than in the ordinary lay schools; the most careful attention is given to this important subject.

15. G.—The Board's rules are as strictly observed as in any of our schools; in no school have I ever found greater attention given to the suggestions left by an inspector.

15. H.—The chief points in which this school excels most of the girls' schools in the district, are the superior order and arrangement which exist.

15. I.—The supply of apparatus is somewhat less than that in a few of the girls' schools.

15. K.—The kind, unwearying, and unbought attention which the nuns give to the wants of the poor children confided to their care, joined to the confidence placed in them by the bulk of the people, causes this school to possess an attractive influence much greater than those conducted by lay teachers.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	3	3
Incidental Visits - - -	–	–	–	–

17.—Favourable.

18.—This convent school has been in existence for 25 years, and has been the means of considerably advancing the education of the district. Large numbers attend the school, who, from their extreme poverty, would be unable to attend any other school; and for the welfare and advancement of those the good nuns work with a love, a zeal, and a disinterestedness, which are really surprising. Several have been rescued from a life of poverty, and enabled to advance themselves in the social scale, owing to the literary or the industrial instruction received in this school. The conductors use their influence to obtain suitable situations or employment for such of their pupils as attain to a respectable degree of proficiency; this tends to keep girls of industry and talent longer at school. On this point the following brief summary showing the destination of a few of the former pupils may not be uninteresting:—Three are governesses in France, one in Germany, four in America, five in Australia; others fill the same position in Ireland; fifty-seven earn their support by industrial work learned at the school, such as dress and shirt-making, lace work, &c., and an immense number is in most respectable service obtained for them by the nuns.

The school, considered as a National one, has largely extended national education among the poor, but more particularly that section of the poor which ordinary schools cannot, or, at least, usually do not reach, the very section which stands in greatest need of education, more especially education of a moral and religious character. Besides, its connexion with the Board serves to give confidence in the system of national education. The great body of the people feel that if any danger to faith or morals were likely to arise from an observance of the Board's rules, those highly intelligent ladies would not for any consideration, much less for the sake of the trifling sum received from the public funds, sacrifice one principle or practice which they considered essential to the maintenance or advancement of religion or morality.

(signed) *Wm. Healy*, Sub-Inspector
(Roman Catholic).

11 June 1864.

County Carlow, Roll No. 656.

CARLOW CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 9 and 10 June 1864.—Manager, Mrs. Whyte, Carlow.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
728	292	154	80	102	11	24	371
Average Age - - -		6·2	9	10·7	12·4	15	—

Answer to Queries.

1. (*a*).—More than sufficient.

1. (*b*).—Acquirements not tested by examination, the nuns being exempt from it; they all got a superior, some of them the very highest education. Most of them know French, music, and drawing; some know, besides these, Italian, and some German. Their method of teaching is excellent. I never saw better teaching than they exhibit. The lady that is over the infants' school teaches admirably; she sings elegantly for and with them, and they are promptly obedient to every signal and order given to them; their organizing skill is excellent. No school could be superior to this in discipline. At the close of the business on the 9th June I saw the whole school (373 pupils) moving to and from the several places pointed out to them; they were all singing, led by one of the nuns. The singing was admirable, and they obeyed the lady's signals with an exactness and promptitude that could not be surpassed.

2.—Very satisfactory.

3.—Most superior. The great order and regularity of the infant pupils in all their movements, the readiness and cheerfulness with which they obey a signal, or strive to answer questions, or give explanations on subjects previously taught, and their superior singing, prove the care, zeal, and skill that have been employed in their instruction.

4.—Since January 1860 there were struck off the register 89 pupils, 14 years of age and upwards; 39 of these, or 43·8 per cent, were learning Third or Fourth Book, parsing, writing, and proportion; 50 of them, or 56·2 per cent. had not progressed further than Sequel Book, and the simple or (some of them) the compound rules; but invariably these were irregular in attendance, and had not remained a sufficiently long period at school; and, of course, such could not be proficient in any school. Five of the 89 had reached Fifth Book, and could parse and do proportion and practice, and write correctly from dictation. Three of the five are governesses, and one teaches a school in Australia; four of the 89 are employed in respectable positions in shops, and six are bound apprentices to dressmakers.

5.—Music is excellently taught in the infants' school, and throughout the establishment. A great number sing remarkably well. No other extra branch is taught.

6.—Satisfactory. All the pupils (some very young ones in infant school excepted) are taught to sew, knit, darn, and make plain clothes; they are progressing well, and some are very good at such works; the nuns do not urge them to higher, their object being to make them useful in their homes, and at the same time to give them an opportunity to acquire such knowledge as would enable them to improve their condition in life.

7.—Judging by their bearing in the school, by their modest demeanour in the streets, or on the road, going to or from school, and knowing the great trouble that is taken to impress them with religious and moral principles, and the necessity of leading an industrious life, I am persuaded the results must be highly satisfactory; but it is only those who know them in their homes, or who live in their neighbourhood, that can form a correct opinion as to their habits and manners.

8.—Religious instruction is given from 11.15 to 12.5 o'clock, and from 2.45 to 3 o'clock every day, as notified on the time table hung up in the school. This arrangement is strictly adhered to. The instruction is given regularly and efficiently every day. No religious instruction is given on Saturday; the children do not attend.

9. (*a*).—Satisfactory.

9. (*b*).—Good: some remarkably good.

9. (*c*). They receive special instruction for an hour every day, and are also instructed with their class; they are exercised daily in teaching some classes under the direction, and according to the instructions of the nuns.

9. (*d*).—Satisfactory. Gratuities were awarded for the good answering of most of them.

10.—They are most faithfully observed by them.

11. (*a*).—Sufficient to accommodate 370 children, allowing six square feet for each child. The nuns are about to erect another schoolroom on the same premises in a nice situation. The work is begun; they purpose expending 150 *l.* to provide additional accommodation.

11. (*b*).—There is quite enough of light, and the windows are placed very judiciously, and furnished with every appliance necessary for ventilation purposes. The nuns themselves do not like the ventilation in the infants' school-room. There are high buildings at each side of it, which obstruct the air, especially when the weather is calm and hot; the other rooms are well ventilated; except the fault stated, the healthiness of the schoolrooms could not be objected to, and their convenience is undeniable. The out-offices are good.

11. (*c*).—£. 435; and it costs about 12 *l.* per annum to keep the house and furniture in repair, painted, and clean.

12.—There is a fine supply of maps, purchased by the nuns from the Board at reduced prices. The Board granted nearly 5 *l.* worth of apparatus when the school was organized. There are no charts. There is a good supply of tablet lessons. The nuns from time to time have expended on maps and other requisites 149 *l.* 14 *s.* 11 *d.* They supply books, slates, &c., to any poor children known to be unable to buy them at the reduced prices; they also supply such children with sewing materials gratuitously.

13.—Very

13.—Very considerable. Anyone who knows how kind and tender these nuns are to the poor and afflicted, how gentle and attentive to children, helping to feed and clothe those of the destitute; anyone who knows how the poor venerate them for the purity of their lives, their practical benevolence, their solicitude for the welfare of the poor, temporal and spiritual, will have no difficulty in being convinced of this. There are a few poor in Carlow who do not avail themselves of the great advantages of this nunnery school, and those are known to be vicious themselves, and careless about the bodies or souls of their unhappy children.

14.—There is no lay female school for elementary education within less than five miles of this. Ballenabranna Female National School five miles, Tennensland Female National School five miles, Killeshen (for boys and girls) three miles, conducted by a female teacher, and Castledermott Female National School five or six miles distant, are the only schools within a circuit of from five to six miles of this school; and there is no record of any female schools ever having been within that circuit. This school has attracted some children from the schools I have enumerated; but this occurred without any solicitation or influence being practised for or by the nuns; on the contrary, they have frequently dissuaded children from coming such great distances, as they had not school accommodation for more than those pupils they had already under their care; and even the bishop, Right Rev. Dr. Walsh, prohibited them from receiving any more pupils than they could well accommodate without danger to their health and the health of the children. They have not accommodation enough for all the children, within what might be called the natural region of their school; and for this reason they have endeavoured to provide funds for the erection of another new school-room, as I mentioned before.

It is a curious fact, but a fact nevertheless, that the managers of those schools who are parish priests would resist any influence beyond that of the attractive character of nunnery schools that might be brought into action against their schools; and for many reasons, but chiefly for this, that every clergyman is anxious that all the members of his flock should be educated, should at least receive their elementary education under his own control; and any influence that should unduly interfere with, or be calculated to break up the instrument, the school, through which he wishes to exercise that control, must be displeasing and injurious to him.

There can be no doubt, then, that this school owes its position, its attendance, and success solely to the attractive character of the nuns, to the high opinion entertained of them by the public, without any exception, and to the superior, moral, religious, and literary education, for communicating which it is deservedly distinguished.

15. A.—Superior to all.

15. B.—Superior to all, and naturally and necessarily so, if for no other reason, on the mere principle of the division of labour. The nuns have a separate school-room for infant pupils, supplied with apparatus suited to them, and furnished with a gallery. Then, one of the nuns, pre-eminently qualified by talent and experience, devotes her attention to this peculiar and difficult department; watching and directing every movement of the children, so that they obey every nod and every look she gives. No teacher of any ordinary female school can do this, for she must mind every class and every subject, and so never can mind the youngest sufficiently.

15. C.—Quite superior in music; no other extra branches taught.

15. D.—Quite superior to all, except six.

15. E.—Superior to all. This is only what might be expected, from the fact that it is a special object of attention with nuns, and also, because from their secluded life, free from the struggles and contentions of the world, they have more influence over their pupils than ordinary teachers can have; their superior education also enables them to know, better than those, the proper occasions for advice, reproof, or punishment, and the proper limits of each, according to the temper and disposition of girls.

15. F.—Superior to all. The nuns lecture, and explain principles in a manner well suited to the age and capacity of their pupils. They prepare for this by the careful study of books on religious subjects, for which ordinary teachers have neither time nor opportunity, even if they should have the inclination.

15. G.—All equal in this respect, for all observe them faithfully.

15. H.—Superior to the majority, and equal to any.

15. I.—Superior to all.

15. K.—Superior to all. No one would doubt this who could have an opportunity of knowing the high esteem and veneration the poor have for these nuns, whom the poor have access to, and from whom they receive the deepest sympathy, and all the assistance within their power, in distress, trouble, or affliction. This effect is also attributable to the circumstances stated in answer to Queries E. and F.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	3
Incidental Visits - - -	–	–	–	–

17.—All very favourable; generally very laudatory.

18.—This school was one of the first that were connected with the Board in 1832; since then, it has fully kept pace with every improvement introduced by the Board; it has been most successful as a seminary for the preparation and training of young women for

the departments in which they may have a chance or opportunity of earning their bread, such as National schools, shops, governesses, and nunneries.

It has thus fulfilled in the fullest and completest sense all the purposes, objects, and results which the most sanguine votary could expect from a National school.

To complete the answer to Query 4, page 1, I beg to append a list of persons educated in this school since 1832, with the situations which they first obtained on leaving it, and the places where they were first employed. I got it copied by a junior monitress from the records which are kept in the school.

(signed) *Michael Coyle*, District Inspector.
(Roman Catholic).

11 June 1864.

NAMES of GIRLS Educated in the *Carlow* Presentation Convent School, and sent as Teachers to other Schools.

Pupils' Names.	Schools Appointed to.	Pupils' Names.	Schools Appointed to.
Bridget M'Donald	Enniscorthy.	Bridget Dogherty	Baltinglas.
Eliza Whittaker	Queen's County.	Anne Fenelon	Robertstown.
Catherine Donohoe	Ditto.	Eliza Fenelon	Castletown.
Mary Berry	Rathvilly.	Margaret Farrell	Arles.
Ellen Young	County Meath.	Mary Murphy	Graignenamana.
Mary Delany	Rathvilly.	Mary Cahill	Ballickmoyler.
Eliza Byrne	Monasterevan.	Margaret Kelly	Kildangan.
Judith Thornton	Naas.	Mary M'Darby	Ballylinan.
Mary Lally	Leighlin.	Anne Page	Moone.
Mary Kealy	Emo.	Ellen Houghney	Rushes.
Judith Farrell	Portarlington.	Bridget Dunne	Timahoe.
Mary Hughes	Ditto.	Eliza Whelan	Castledermot.
Mary Carroll	Ditto.	Teresa Malone	—
Bessy Galway	Stradbally.	Marianne Wright	Timahoe.
Margaret Doyle	County Galway.	Margaret Maye	Moone.
Anne Walsh	Castledermot.	Bridget Shortal	England.
Mary Connors	Halverstown.	Marianne Connor	Halverstown.
Mary Murphy	Graignenamana.	Mary Byrne	Kildare.
Honoria Kirwan	Tinriland.	Mary Hughes	Monasterevan.
Catherine Lally	North of Ireland.	Sally Ryan	Castledermot.
Anne Hayden	Ditto.	Anne Goss	London.
Margaret Watson	Ditto.	Anne Hayden	Queen's County.
Ellen O'Brien	Ditto.	Mary Phelan	Erin Dale.
Marianne Rodgers	Ditto.	Eliza Garvey	Kinnegad.
Margaret Hughes	Portarlington.	Catherine Fenelon	Cabra.
Margaret Gorman	County Kildare.	Catherine Murphy	Carlow.
Bridget Cahill	Newbridge.	Mary A. Lubreman	Kilrush.
Eliza Kirwan	Tyrrellstown.	Anne Hughes	Liverpool.
Mary Murphy	Rathoe.	Anne Whelan	Carlow.
Mary Brennan	Clonmore.	Bessy Dooley	Kildare.
Mary Connor	Graigne.	Mary A. Coulson	Carlow.
Bessy Dunne	Killarney.	Margaret Deer	Ditto.
Ellen Redmond	Queen's County.	Anne Deer	Ditto.
Mary Hayden	Ditto.	Mary Kinsella	Ditto.
Rose Maher	Ballyadams.	Biddy Tynan	London.
Clare Bambrick	Hull, Yorkshire.	Mary Flanagan	Carlow.
Anne Cosgrave	England.	Mary White	Ditto.
Mary Shortal	Ditto.	Mary Flanagan	National School.
Honoria Kirwan	Newtown.	Eliza Neill	Paulstown.
Lucy M'Cabe	Hackelstown.	Anne Fenelon	London
Maria Kirwan	Tyrrellstown.	Lucy Bambrick	Carlow.
Margaret Coulson	Newtown.	Ellen Kelly	Carlow Poorhouse.
Sarah Brennan	Castledermot.	Margaret Fennell	Dunlavin.
Jane Brennan	Arles.		

GOVERNESSES.

Teresa Brien	County Kildare.	Margaret Gorman	County Kildare.
Mary M'Donald	Ditto.	Lizzie Joyce	Ditto.
Margaret Keane	Queen's County.	Mary A. Byrne	Portarlington.

Pupils' Names.	Entered Convents in
Margaret Brien	America, Sister of Mercy.
Catherine Kelly	Baggot-street, ditto.
Julia Farrell	Naas, Sister of Mercy, Lay Sister.
Margaret Dunne	Tullamore.
A. M. Furlong	America, Sister of Mercy.
Ellen Slevin	Chicago - ditto.
Bridget Kavanagh	America - ditto.
Margaret Donohoe	Scotland - ditto.
Charlotte Maher	Kinsale - ditto.
Eliza Donohoe	England - ditto.
Mary Smyth	America - ditto.
Jane Kennedy	Loretto.
M. A. Byrne	Loretto, Sister of Mercy.
Eliza Feille	France.
Anne Neille	France.
Anne Cosgrave	Normandy.
Teresa Connolly	England, Sister of Charity.
Margaret Myron	America, Sister of Mercy.
Mary Gorman	England, Sister of Charity.
Mary A. Hoey	England - ditto.
Kate Keegan	England - ditto.
Eliza Byrne	Dublin, Sister of Good Help.
Mary Coughlan	England, Sister of Charity.
Fanny Callan	Bagnalstown, Presentation Order, Lay Sister.
Alicia Murphy	Clondalkin - - ditto.
Jane Alemirty	France, Repartria of Mary.
Bridget Lally	Carlow, Presentation Order, Lay Sister.
Ellen Brien	Westport, Sister of Mercy.

County Carlow, Roll No. 681.

Tullow Monastic National School.

Name of Order, Institute, or Community:—Brothers of St. Patrick.

Visited 25 May 1864.—Manager, Rev. D. Kane, Tullow.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
334	145	85	60	18	13	8	184
Average Age		7·3	9·6	9·8	11·4	14·2	9·4

Answers to Queries.

1. (*a*).—The teaching power is inadequate, there being only two teachers and four monitors for an average attendance of 145 pupils.

1. (*b*).—The acquirements of the teachers seem to be very fair; their method of teaching is painstaking and effective, and their organising skill good. The school was organised by one of the Board officers, and the teachers continue to act on the system of organisation laid down for their guidance.

2.—The course of instruction includes the 4th Book of Lessons: the proficiency of the different classes is, as a whole, very fair; in some cases very satisfactory; and manifests careful and efficient instruction on the part of the teachers.

3.—The school is divided into a junior and senior department. The infant pupils form but a portion of the junior department in which, irrespective of age, all boys are included not able to read the 2d Book of Lessons fairly. This commingling of pupils of such diversity of age, prevents the adoption of the system of management usually met with in purely infant schools. The care taken of the infants is truly parental, and their instruction is assiduously attended to, and with satisfactory results.

4.—Of those that have finally given up attendance at school, 42·8 per cent. attained to the third and higher class lesson books.

5.—Vocal music has been but lately introduced, and that in the junior department of the school; the pupils have made very fair progress. Drawing is not taught. Four boys are learning mensuration, and one geometry; none of these have as yet advanced beyond the elements of those branches.

6.—No industrial instruction is given.

7.—The pupils are carefully trained to habits of truthfulness, order, and cleanliness; their manners are civil and respectful.

8.—The arrangements, which are strictly observed, for religious instruction are, in the senior department of the school, from 12 to 12·5 o'clock, and from 2·30 to 3 o'clock on each of the first five school days, and from 10 to 12 o'clock on Saturday. In the junior department, religious instruction is imparted from 2 to 3 o'clock on each of the first five school days; in other respects the arrangements are the same as in the senior department.

9. (*a*).—The acquirements of the monitors are fair.

9. (*b*).—They are attentive to duty, and fairly efficient instructors.

9. (*c*).—They receive instruction for 1 ½ hours daily during school hours, and prepare at home the subjects marked out for them by the teacher of the senior department of the school.

9. (*d*).—One of the monitors was admonished for deficiency in lesson books, geography, and arithmetic; the others are only in their first year's course of training, and have not stood the test of an annual examination.

10.—The Board's rules are strictly observed.

11. (*a*).—There is accommodation in the school and class-rooms for 400 pupils.

11. (*b*).—The light and means of ventilation are good; the out-offices are in good repair, and well kept.

11. (*c*).—The expense of building and furnishing the school-house and offices was about 400 *l.*

12.—The supply of maps, &c. &c. is ample; the cost of the maps and school apparatus was 10 *l.* 15 *s.*; and that of the ordinary school requisites was 8 *l.* on an average for each of the past three years.

13.—The conductors look on it as one of their most important duties to seek after the children of the more destitute, and invite their attendance; hence it is that so large a proportion of the pupils belongs to the humblest classes.

14.—The male schools around are conducted with but tolerable efficiency; in other respects the general state of those schools is very fair. The existence of this school does not interfere with the attendance at the surrounding ones; each school circle appears well defined, and there seems no desire on the part of the teachers of this school, or of the others, to use any undue influence for the purpose of securing a larger attendance. I know, however, that some of the neighbouring teachers are made more active than they otherwise would be through the dread of some of their pupils being withdrawn and sent to this school.

15. A.—The efficiency of the course of instruction is on a par with that existing in the best of the ordinary schools; the rate of progress is superior to most schools in the district, *i.e.*, the promotions of pupils from class to class for the past year, amounted to 121, or 83·4 per cent. of the daily average attendance; in only four other schools was so high a per-centage of promotions attained.

15. B.—The care and unceasing labours of the teacher of the infant and junior department of the school exceed anything I have ever seen, and the result of his instructions is very satisfactory.

15. C.—Vocal music has been introduced but recently; the progress is fair. Drawing is not taught. The few boys that are learning mensuration have not as yet advanced beyond the earlier problems.

15. D.—No industrial instruction is given.

15. E.—Moral training is carefully attended to, and that it has always received due attention is evidenced by the moral and orderly state of the town.

15. F.—The time devoted to religious instruction is of about equal duration to that in the ordinary schools; the teachers, so far as I can judge, seem to be most exact that no duty shall interfere to prevent their giving due attention to this important subject.

15. G.—The Board's rules are strictly observed.

15. H.—The accommodation is ample; the order, neatness, and cleanliness of the school-rooms and premises considerably exceed what are usually met with in male schools.

15. I.—The supply of apparatus is abundant, much beyond that of the majority of the schools.

15. K.—The great interest which the conductors show for the well-being and advancement of the humbler classes, combined with the gratuitous labours of the teachers, gives an attractive influence to this school, greater than what usually belongs to ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections	2	2	1	3
Incidental visits	-	-	3	2

17.—Generally favourable.

18.—The

18.—The existence of this school, must have tended very considerably to increase and extend the education of the district. The fact of its having been established as a poor school so far back as 1808, by the Catholic Bishop of the diocese, in which the greater part of the district is situated, was highly calculated to direct attention to the importance of educating the masses; and as the great majority of the people are Roman Catholics, the example set by the Bishop must in consequence have had the greater weight. In 1832 the school was taken into connection with the National Board: but unfortunately no record, till of late, has been kept of the destination of the pupils that have passed through the school; hence I am unable to give much specific information on how far its operation has conduced to the supply of teachers, &c. I have been only able to ascertain the names of four persons that have passed through the national school, who have made teaching a profession. It is proper to remark, that there is a day and boarding school attached to the monastery, to which all those go who are able to pay school fees; none attend the national school, except the children of the humblest classes, on whose part lengthened attendance at school is impossible. It is gratifying however to learn that many have been enabled to rise to position, owing to the education received at this school.

The early connection of this school with the National Board must have had a very decided influence in establishing confidence in the national system; so early as 1840 two-thirds of the schools at present in the district had been taken into connection by the Board.

The long and steady attention paid to the education of the poor of this town has been productive of much good; and to the operation of this national school may be fairly attributed the principal share of credit, not alone for the education of the masses, but also for the highly creditable moral state of the people, and for the thrifty, industrious habits that prevail. Besides, there is a complete absence of all rancorous feelings between those of different religious denominations, which is an evidence that the school has been conducted not only to the letter, but in the spirit of the national system of education.

(signed) *William Healy*, Sub-Inspector.
6 June 1864. (Roman Catholic).

County Carlow, Roll No. 682.

TULLOW CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—St. Bridget's Institute.

Visited 31 May and 1, 2 & 3 June 1864.—Manager, Rev. D. Kane, Tullow.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes	TOTAL.
300	136	61	42	48	23	7	181
Average Age - - -		6·7	10·1	10·8	12·5	15	9·2

Answers to Queries.

1. (*a*).—The teaching power is fairly adequate.

1. (*b*).—The acquirements of the teachers are good; of some, most superior; the method of teaching of a few, highly animative and effective, and of the others very fair; the school organisation is satisfactory.

2.—The proficiency of those pupils that give fair attendance is satisfactory, and evidences efficient instruction.

3.—The management and care of the infant pupils are satisfactory; the instruction fair. At certain seasons of the year, when there is a large influx of pupils, the teaching power is rather inadequate, which mars the efficiency of the general instruction. The pupils who give fair attendance evince careful instruction.

4.—Of the pupils who have ceased attendance at school, 41·6 per cent. reached the third and higher class lesson books.

5.—Music is admirably taught; the pupils sing some pieces in parts with much taste and sweetness. One of tbe girls taught here has recently got a certificate of competency for teaching vocal music from one of the Board's officers.

6.—Plain sewing is the only kind of industrial work in use at present; several of the girls can work very neatly. Many of the former pupils are now supporting themselves by different classes of industrial work learned at the school.

7.—The pupils are clean in person, their demeanour orderly and becoming, and their manners respectful and agreeable. From inquiries made by me, I find that the general moral condition of the female population of this town and neighbourhood would bear favourable comparison with any town in the kingdom.

8.—The arrangements for religious instruction are from 11·45 to 12 o'clock, and from 2 to 3 o'clock on Monday, Wednesday, Thursday, and Friday; and from 9 to 12 o'clock on Saturday. On Tuesday, religious instruction is imparted from 9 to 12 o'clock, and from 2 to 3 o'clock; those arrangements are strictly observed.

9. (*a*).—The acquirements of the monitors are fair.

9. (*b*).—Their efficiency is fair.

9. (*c*).—They receive an hour's special instruction each morning of the first five school days, and three hours on Saturday. They also receive an hour's instruction during school hours.

9. (*d*).—Premiums were awarded for two of them; the third has not been a year in the Board's service.

10. The Board's rules are strictly observed.

11. (*a*).—There is accommodation for 300 pupils.

11. (*b*).—The school-rooms are in excellent order; they are lofty, well lighted and ventilated; the out-offices are in good repair and well kept.

11. (*c*).—The school-rooms occupy the basement story of a building which cost the ladies of the institute 1,100*l*. The upper story is used by the young ladies of the boarding school.

12.—The supply under this head is abundant. The maps and apparatus purchased by the community cost upwards of 12*l*.; in addition, the Board made a grant of apparatus amounting to 4*l*. Sale stock was lately purchased to the amount of 7*l*. 2*s*. 6*d*.

13.—The attendance is altogether composed of the children of the more destitute, all able to pay school fees, go to the day-school of the convent. The nuns look after the wants of the poor, and show an interest for their welfare much beyond what lay teachers do, hence their influence in securing the confidence of the people and the attendance of their children.

14.—There is no evidence, so far as I can judge, of this school's having effected, to any extent worthy of notice, the operation of the surrounding female schools. The course of instruction and proficiency of the pupils, at two of those schools, are rather low, in the others fair. The operation of this school has scarcely at all affected the attendance at the neighbouring girls' school. There is no interference with the pupils as to what school they may select.

15. A.—In three of those schools the general course of instruction is wider, and the proficiency allowed higher, than in this school.

15. B.—There is no infant department in any of the ordinary schools of the district. The care and management of the infants in this school are satisfactory; their instruction fair.

15. C.—Music is taught with an efficiency of which there is no parallel in the district. It is conducted by the same lady who, in the boarding school of the convent, teaches music to the daughters of the surrounding gentry of every denomination.

15. D.—Greater attention is given to industrial instruction than in any of the ordinary schools.

15. E.—The moral training is superior to that of the ordinary schools in the district.

15. F.—The time devoted to religious instruction is of somewhat longer duration than in the ordinary girls' schools. Strict attention seems to be given to this important subject.

15. G.—In no school of the district are the Board's rules more strictly observed. The teachers are most attentive in carrying out any suggestions which may be left by an inspector.

15. H.—The accommodation, light, and ventilation of this, as well of the female schools in general, are good; but this school surpasses the others, with one exception, in cleanliness, order, and general arrangement.

15. I.—The supply of educational apparatus considerably exceeds that of any of the other schools.

15. K.—The attractive influence is superior. The voluntary, unselfish exertions of the teachers give them an influence with which the labours of paid teachers cannot compete.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	3
Incidental visits - -	—	—	—	4

17.—Favourable as a whole.

18.—This convent school has existed since 1807, and was taken into connection by the Board in the year 1832. In addition to the national school, the ladies of the institute keep a day and a boarding school, to one or other of which all children go who are able to pay school fees, &c. These schools have thus been the medium of imparting education, not alone to the great majority of the female population of the town and neighbourhood, but also

also to a great number of ladies from other parts of the kingdom; and to their operations may be attributed the chief credit for the present state of female education, literary, industrial, moral, and religious, as it exists in this vicinity. None but the children of the more desolate attend the national school; hence an advanced state of education cannot be expected. Very few remain so long and steadily at the school as to admit of their being made qualified for the office of teaching.

As a national school, it has done much in extending national education among the masses. Independently of the influence which its early adhesion to the Board must have had in popularising the national system in the district, I find that the number of females that passes through the school is one-sixth of the total number that passes through the other 26 ordinary girls' schools of the district. There can be no doubt whatever that this fine institution, erected at the sole expense of the institute, and presided over by ladies, some of whom are of the highest order of female talent and knowledge, and in which the children of the wealthy and of the most destitute receive equal care, cannot but have a very considerable influence in producing and fostering confidence in the national system among the people, and in showing them that the Board's rules can be strictly observed without any detriment to religion and morality. On this point, I cannot, I think, conclude my report better than by quoting an extract from observations left in the report book of this school in 1840 by the late Right Rev. Dr. Haly. His Lordship, after expressing high satisfaction with the literary progress of the pupils, concluded by observing: "The visit of this morning only strengthens the conviction I have long had of the invaluable services rendered by the ladies of this community to the cause of religion, morality, and social order in this town and its vicinity."

(signed) *Wm. Healy*, Sub-Inspector,
8 June 1864. (Roman Catholic.)

County Cavan, Roll No. 8490.

CAVAN INFANT CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Saint Clare.

Visited 24 and 25 May 1864.—Manager, Most Rev. Dr. Browne, Cavan.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Numbers of Pupils present on Days of Special Inspection in								
		First Class.		Second Class.		Sequels.	Third Class.	Fourth and Higher Classes.	Total.	
		M.	F.	M.	F.				M.	F.
437	138	47	54	2	42	20	9	5	49	130
Average Age - - -		5·6	6	8	8·9	10·6	10·5	11·2	5·6	8·1

Answers to Queries.

1. (*a*).—The community is small, and would be wholly inadequate to attend to such numbers were it not that there are four paid monitresses, and two assistant teachers paid by the superioress. This payment is a severe tax on the funds of a poor community.

1. (*b*).—Good rather, and always willing to take advantage of suitable hints on these heads.

2.—Good, considering the youth of the pupils, the class to which they belong generally, and the irregularity of their attendance.

3.—Excellent in every sense.

4.—The number struck off of 14 years and upwards is 27, and of these eight were in third and fourth classes. The remaining 19 were in first, second, and sequel, when they left, and their average time on the books is six and a-half months.

5.—Drawing has been taught to 17, and the progress made by some of these is most satisfactory. A good beginning has been made at music; but, owing to the sickness of members of the community, it has been temporarily discontinued.

6.—Plain needlework was taught to the senior pupils generally, and fancy work to a few that desired it.

7.—The results of the training on morals, manners, and habits, satisfactory.

8.—There is morning prayer for five minutes before 10 o'clock, when the secular business begins; there is the "Angelus" for five minutes or less, at 12 o'clock, and the ordinary teaching of catechism daily, from half-past two till three o'clock. This regulation seems to be carefully observed, without any infringement on any other time.

 9. (*a*).—Well

9. (*a*).—Well kept to their school duties and special studies, and fairly qualified for their time.

9. (*b*).—Very fair. Training unobjectionable.

9. (*c*).—The plans recommended by the Board, and suggested by the inspectors are carefully followed.

9. (*d*).—Good. Gratuities have been granted every year to the conductors of this school for the instruction of their monitresses.

10.—I have always found them attentive to the rules of the Board, and they have frequently consulted me on points, in order that they might be accurate in the observance of these rules.

11. (*a*).—The area of the floors is sufficient for 186 pupils, and the average attendance is 140 nearly.

11. (*b*).—Very satisfactory on all these points. Built in 1859 and 1860.

11. (*c*).—About 2,000 *l.*; done at the sole expense of the most Rev. Dr. Browne.

12.—Tolerably supplied; but a few additional articles of apparatus wanted.

13.—A leading characteristic of this institution is its influence in bringing to school a large number of children, who would not be at school for years to come, and then, perhaps, only for a few months of irregular attendance, or not at all; of the 179 in attendance when I visited nearly one-half would certainly not have been attending any other school.

14.—It has reduced the average in the Cavan Female National School from about 90 in 1861 to half that number in 1863; but it has not interfered with the attendance of any other national school.

15. A.—It is very much in advance of ordinary female national schools, when social position, age, number, and character of attendance are considered; reading, spelling, writing, singing, and drawing are chiefly in advance, and grammar also very fair.

15. B.—Care and attention in this case far above what is ordinary.

15. C.—Much above what is ordinary.

15. D.—Equal to our best schools.

15. E.—Considerably in advance of most of our best schools in this extremely importan particular.

15. F.—Time and attention devoted to this ample and satisfactory; superior to ordinary schools.

15. G.—Equal to the Board's most faithful teachers.

15. H.—Only equalled by two or three of our best schools.

15. I.—Though deficient rather, for such a school, in maps and some other appliances, it is in advance of most of the other schools.

15. K.—None but Roman Catholic children attend this school, and the high estimation in which the nuns are held by the parents attracts many who would otherwise be spending their time idly or mischievously.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	Taken into connexion by the Board late in the year.	3	3	3
Incidental Visits - -	- - -	6	3	2

17.—Favourable.

18.—This school was transferred to the care of the "Sisters of St. Clare" by the Bishop, as manager, on the 1st of October 1861, and immediately afterwards it assumed the character of both an infants' and a senior girls' school. These are held in two different rooms, and the infants' department is in reality a mixed school of boys and girls, with an average attendance of above 80 pupils. They could and would be advantageously separated into two distinct schools, only for a rule of the Board, which refuses to recognise two separate schools under the same community.

The attendance of 80 in the infants' and about 20 in the girls' school is a clear gain to education in this town and vicinity, for few of this average attendance of 100 could be induced to attend any but a convent school.

These nuns are most anxious to adopt any hints given to them for the improvement of this institution as a national school, and almost immediately after they took charge of it, they requested me to procure them the services of an organising teacher, which application the Board granted them in 1862.

Judging of the progress already made, their monitresses are likely to become respectable national teachers.

This school is well calculated to extend national education by means of infants' schools, and it will be very useful for training young persons to become properly qualified for the charge of such schools.

(signed) *Edward MacCreanor*, District Inspector.
(Roman Catholic.)

2 June 1864.

County Clare Roll, No. 7315.

ENNIS CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 24, 25 and 27 May 1864.—Manager, Very Rev. John Kenny, Ennis.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
915	289	229	104	42	27	14	416
Average Age - - - -		5	10	11	12	14	7¾

Answers to Queries.

1. (*a*).—It is more than adequate; 22 "sisters" and six paid monitors are engaged in school.

1. (*b*).—The acquirements of the nuns, so far as the usual course of a lady's education is concerned, are very high; but, judging from my own examination, and the observations of my predecessors, they are wanting in some of the details of school management.

2.—Writing is well taught; reading, dictation, and grammar, fairly taught; arithmetic and geography not so successfully.

3.—Infant pupils are gently and kindly treated, and are trained to habits of cleanliness and order; but they are somewhat too highly classed.

4.—About one-half have reached third and higher books; about one in six of all of 14 years and upwards, whose names have been struck off register, have reached Book IV.

5.—Music is very successfully taught; all sing by ear, 22 at sight, and a few of the more advanced pupils learn the harmonium. Drawing is not taught.

6.—Plain and fancy needlework are very successfully taught.

7.—Very good; pupils are modest, respectful in manner, clean and orderly.

8.—Time, 10 to 10.30, 12 to 12.5, and 2.45 to 3. I believe these arrangements are faithfully observed.

9. (*a*).—The paid monitors, of whom there are six (three junior and three senior), are pretty well up to the requirements of their respective programmes, arithmetic excepted.

9. (*b*).—They are regular in attendance, attentive to their duties, and moderately efficient.

9. (*c*).—From Monday to Friday, inclusive, they receive special instruction from 10 to 10.30, from 12.15 to 1.45, and on Saturdays from 9.30 to 12.30.

9. (*d*).—Were unsatisfactory. Ann Shannon and Mary Sullivan were admonished for bad answering in 1862, and the former was threatened by Board's letter (19/2/'64) with the withdrawal of her salary, unless she receives special instruction.

10.—I believe the rules are as faithfully observed by them as by any lay teachers.

11. (*a*).—There are three rooms, 39 ft. by 16 ft., and three 16 ft. by 10½ ft., which give, on the prescribed scale, accommodation to an average of 400. The school space is, therefore, more than adequate.

11. (*b*). In all respects very good.

11. (*c*).—The house was originally a private residence, and is now rented for 16*l.* per annum. No record has been kept of the cost of "fitting up, &c." I examined the plan and site of a new schoolhouse about to be erected on premises, cost 1,100*l.*

12.—Very good; 18*l.* worth has been purchased within present year, and more are about to be applied for.

13.—There is no other female national school in Ennis, or within a radius of two miles; and an average attendance of 300 is not more than should be expected in a Roman Catholic population of 9,000. There is, however, in connection with convent, a "pay school," not under the Board of National Education, which is attended by about 80 or 90 girls. Many of the very poor could not attend school were they not supplied with clothing by the nuns.

14.—The only female national schools within three miles are (excluding prison and workhouse schools) Knockanean and Clare, 2¼ and 2½ miles distant respectively. The Newtonstackpole National Schools, vested, are now in the hands of the "Christian Brothers." Thus, there are at present no national schools under lay teachers in the vicinity of Ennis. By what agencies this was affected I cannot say. I only give the fact.

15. A.—Reading, writing, and grammar are as well taught in this convent school as in the more respectable lay schools.

15. B.—The infant pupils receive a more careful training, and are, I believe, more kindly and gently treated than in the ordinary girls' schools of the district.

15. C.—Music is better taught in this than in any other school in the district. Drawing is not taught in this, nor, indeed, in any girls' school in the district.

15. D.—The different kinds of needlework are better taught in this than in ordinary girls' schools.

15. E.—The moral training is of a high order, as a general rule, throughout the schools of the district; but the nuns, from the high estimation in which they are held, are peculiarly fitted for this department.

15. F.—More time and attention are given to religious instruction in this than in the average of ordinary girls' school.

15. G.—The rules are, I believe, as faithfully observed in the one as in the other.

15. H.—The accommodation is more adequate in this convent school than in the average of ordinary lay schools. *See* answer to 11. (*a*), preceding page.

15. I.—Much more adequate in this school than in the average of ordinary national schools. *See* answer to 12, preceding page.

15. K.—The pupils are, as a general rule, very poor, are unable to pay, hence all are admitted free. Many of them, but for the peculiar influence of the nuns, would probably never enter a schoolroom at all. Hence, I must say, the attractive influence of this school is the greater.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	2
Incidental Visits - - -	—	—	—	—

17.—They are generally of a favourable character.

18.—I believe its effect is not felt on the district generally. My experience is, however, so limited that any opinion I might offer under this head would be of little or no value.

(signed) *John Browne*, Sub-Inspector.
(Presbyterian.)

2 June 1864.

County Clare, Roll No. 7299.

KILRUSH CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30 and 31 May 1864.—Manager, Very Rev. T. Kelly, Kilrush.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
552	182	99	54	34	19	6	212
Average Age - - . -		7·5	10	12·7	13	14½	9·7

Answers to Queries.

1. (*a*).—Five "sisters" and three paid monitors are constantly engaged in school. It is, therefore, quite adequate.

1. (*b*).—Acquirements high. Method of teaching systematic and painstaking. Somewhat deficient in organising skill.

2.—Results satisfactory in all subjects, except arithmetic and geography.

3.—The discipline is rather unsteady; but pupils are gently and kindly treated. The course of instruction is that common to most infant schools, and the general proficiency of the children in their various exercises satisfactory.

4.—The total number of 14 years and upwards, struck [off] since January 1860, is 158; of these, 78, or one-half, had reached third and higher books.

5.—All are trained to sing by ear, and the more advanced classes are beginning to learn Hullah's system. Drawing is not taught in this school.

6.—Plain and fancy needlework are successfully taught.

7.—A large proportion of the pupils are very poor; these are untidy in dress, and rather rude

rude and disorderly in conduct; those of a better social class are neat and clean in dress and person, and modest and respectful in manner.

8.—Time for religious instruction, 10.20 to 10.25, 12.25 to 12.30, and 2.30 to 3 o'clock. These arrangements are, I believe, strictly observed.

9. (*a*).—There is only one paid monitor recognised at present; she is moderately well up to the requirements of the programme.

9. (*b*).—Efficient in managing and instructing infant pupils.

9. (*c*).—Time, 11 to 11.45, 1.45 to 2.30, and on Saturdays from 10 to 11.30.

9. (*d*).—The present monitor has never been examined, as she is only in her "first year."

10.—The rules are, I believe, faithfully observed.

11. (*a*).—There are three rooms: Infant, 58 ft. by 22 ft. by 14 ft.; girls, 53 ft. by 22 ft. by 14 ft.; class-room, 20 ft. by 11 ft. by 8 ft. The total school-space is 2,786 feet, which, on the prescribed scale, would accommodate 464, more than double the present average.

11. (*b*).—Very good.

11. (*c*).—House was originally a chapel. Cost of erection, about 600 *l.*; of subsequent fitting-up, 87 *l.* 10 *s.*; annual, 7 *l.*

12.—Supply adequate.

13.—The nuns, in their daily visitations, become familiar with the circumstances of the poor around them, and use their kindly influence to induce parents to send out their children, many of whom would, no doubt, otherwise remain in total ignorance. Manager states that, previous to the opening of this school by the nuns, lay female teachers could not obtain an annual average of 100 girls.

14.—There are no other female schools within a radius of three miles. I am not sufficiently acquainted with the district to give an opinion as to what effects have been produced, or what agencies have been used to produce those effects.

15. A.—As efficient as in the better class of lay schools.

15. B.—The infant pupils receive more careful training than in any of the ordinary girls' schools. They cannot receive so much attention in the latter as in a school having a separate infant department with its own staff of teachers.

15. C.—Music is better taught than in any lay school in the district that I have yet visited. Drawing is not taught in this convent school nor, indeed, in any girls' school in the district.

15. D.—The different kinds of needlework are better taught than in the average of ordinary schools.

15. E.—It is, in general, better than in the ordinary schools of this district, and, as a general rule, in the latter it is of a high order.

15. F.—More time and attention are given to religious instruction in this than in the average o ordinary schools.

15. G.—The rules are, I believe, as faithfully observed in the one as in the other.

15. H.—The accommodationi s more ample than in ordinary schools. *See* answer to 11. A.

15. I.—The supply is as good as in the better class of lay schools.

15. K.—There are about 40 more girls in daily attendance at this school than boys in the two ordinary male schools in town. This difference may be presumed to arise from the influence of the nuns with the poor around them, with whom they have daily intercourse.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	1	2	2	2
Incidental visits - - -	—	1	—	—

17.—Generally favourable; but it appears, from the inspections made in 1862 and 1863, that pupils are less proficient now than formerly in arithmetic and geography.

18.—I do not think its influence is felt on the district generally. A considerable number who were educated in this school have emigrated, and become teachers in the Colonies. The present teacher of Carrigaholt Female National School was trained in this school. I have been in charge of the district for so short a period that I cannot give any satisfactory answer to this query.

(signed) *John Browne*, Sub-Inspector.
(Presbyterian.)

2 June 1864.

County Cork, Roll No. 5257.

BANDON CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Nuns.

Visited 9 and 10 June 1864.—Manager, Rev. J. O'Brien, Bandon.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL
612	374	162	77	75	64	16	394
Average Age - - -		6·2	8·5	10·4	12·4	14·8	10·4

Answers to Queries.

1. (*a*).—There are 10 of the nuns in regular attendance during the day, and five paid monitresses teach for three hours.

1. (*b*).—Acquirements, satisfactory; method of teaching, fair; organizing skill, tolerable.

2.—The pupils of first and fourth classes that I examined were fairly prepared; those of third, generally deficient; and those of second and sequels, deficient in arithmetic.

3.—Very satisfactory.

4.—Two hundred and fourteen pupils, of 14 years of age and over, have finally given up attendance at school. Of these, 27 were from second class, 67 from sequels, 66 from third, and 54 from fourth class.

5.—The results of instruction in music are satisfactory.

6.—Satisfactory.

7.—Most satisfactory in every respect.

8.—From 12 to 12.5 and from 2 to 2.45, on Monday to Friday inclusive. The arrangements are strictly observed.

9. (*a*).—Very fairly qualified.

9. (*b*).—They are not as efficient in teaching their classes as I expected.

9. (*c*).—They receive special instruction for over an hour every day.

9. (*d*).—Three answered very satisfactorily, one fairly, and one has not yet been examined.

10.—I did not observe any violation of rule.

11. (*a*).—Allowing six square feet for each pupil, there is accommodation for 480 children.

11. (*b*).—Satisfactory.

11. (*c*). About 1,200 *l.*

12.—Supply, satisfactory; expense incurred, about 141 *l.* 8 *s.* 3 *d.*

13.—I believe that, in consequence of the charities of the nuns, it has succeeded in bringing to school many children of the more destitute classes who would otherwise probably attend no school.

14.—There are no female national schools in the town; but there are two mixed schools in the parish, at which many girls are in attendance, and have not been interfered with in any way.

15. A.—It is as good as most of the girls' (ordinary) schools in the district.

15. B.—Superior to any of the ordinary schools.

15. C.—Music is not taught in any of the ordinary female national schools.

15. D.—Superior to the ordinary schools.

15. E.—Superior to the ordinary schools.

15. F.—Superior to the ordinary schools.

15. G.—As well observed as in the ordinary schools.

15. H.—Superior to the ordinary schools.

15. I.—Superior to the ordinary schools.

15. K.—Many poor children attend it merely because nuns are the teachers.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	1	3	3
Incidental visits - - -	—	—	1	1

17.—Rather favourable.

18.—I have nothing further to say in addition to the above report upon this convent school.

(signed) *Phillip O'Connell*, District Inspector.
(Roman Catholic.)

11 June 1864.

County Cork, Roll No. 9161.

BANTRY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 31 May 1864.—Manager, Very Rev. George Sheehan, P.P., Bantry.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
352	163	90	68	50	13	11	232
Average Age - - -		6	10·2	12·8	13·4	14·6	9·5

Answers to Queries.

1. (*a*).—Fully adequate, there being five nuns and four monitors in the school, while the average attendance for the year 1863 was only 163, which leaves one teacher to about every 18 pupils.

1. (*b*).—All the nuns of the convent have received a first-class education, and are possessed of very superior acquirements. I was present while each taught her class, and consider their method of imparting instruction very satisfactory. The maps, charts, and apparatus are arranged tastefully, and the pupils stand in class, and march from place to place in a very orderly manner.

2.—The school is only in operation since the 13th April 1863, and, considering the shortness of time, the results are satisfactory. Generally speaking, the pupils read well. Writing is well taught; spelling and dictation very fair; grammar and geography satisfactory, but the progress in arithmetic is not altogether so good as might be expected.

3.—The infant pupils are of all ages, from two years to seven or eight, and are under the care of one of the most painstaking nuns in the community, assisted by a monitor. Her management of them is excellent. She cares for them with the most tender solicitude, and instructs them very carefully in reading, spelling, lessons on objects, and has taught them a great variety of school-songs, which they sing very creditably, and with amusing and suitable action.

4.—During the time the school has been in operation (that is, since the 13th April 1863), 14 of the pupils have given up altogether attending school, and of these eight were, at the time of their leaving school, in the third or fourth class.

5.—The children are taught several school-songs, which they sing in marching from class to class. There has been no drawing or other extra branch as yet introduced into the school.

6.—Plain sewing is very fairly taught, but a very great disadvantage exists in the want of a proper supply of work materials. Sampler work is also very neatly executed by the pupils.

7.—In this respect the teaching of the nuns exhibits very gratifying results; cleanliness of person, truthfulness, modesty of demeanour, obedience to parents and superiors, are all diligently inculcated and strictly enforced, and the manners and bearing of the pupils are very much superior to what I have generally found in the other female schools of the district.

8.—The appointed time for religious instruction is from 12 to 12.30 o'clock each day, and the arrangements are scrupulously observed.

9. (*a*).—I examined the monitors on the most important subjects of their programme, and I consider them, on the whole, possessed of very fair acquirements.

9. (*b*).—They conduct their classes in a very orderly manner, and their method of teaching might be considerably improved.

9. (*c*).—They receive instruction from one of the nuns during four hours each week, and, in addition to this, they are required to answer in writing, each month, five questions on each of the following subjects—that is, grammar, geography, lesson-books, history, and arithmetic—which exercises are afterwards revised and marked by the nuns.

9. (*d*).—There was only one of the monitors at present in the school whose appointment took place sufficiently early to warrant her attending the examination last year, and her answering was of a satisfactory character.

10.—The Board's rules are all scrupulously observed, for the superioress of the convent makes it a matter of strict obedience on the part of the nuns to observe strictly the rules of the Commissioners in every respect.

11. (*a*).—There is ample accommodation in the school and class-rooms for upwards of 500 pupils, but at no time has the attendance been so high.

 11. (*b*).—The

11. (*b*).—The school-rooms are situated in a very healthy position, and are well arranged as to convenience, and so as to secure every facility for light and thorough ventilation, and the out-offices, &c. are good, and kept in perfect order.

11. (*c*).—The building of the school-house and offices cost 1,300 *l.*, and a sum of 20 *l.* 10 *s.* 6 *d.* was afterwards expended in providing furniture (such as desks, fireguards, fireirons, &c.), besides the free stock of maps, apparatus, &c. supplied by the Board.

12.—The school is well supplied with maps, charts, natural history, prints, apparatus, and requisites. A sum of 4 *l.* 5 *s.* was expended in supplying the school in this respect, not including the sums expended from time to time in keeping up a proper supply of books, &c. for sale to the pupils.

13.—I have been informed that the nuns, in making their visits to the sick or destitute poor, make it a part of their duty to encourage and stimulate those parents who have children, sufficiently old to send them either to their own or, at least, to some other school, so that by this means many children are brought within the sphere of school-instruction who would otherwise most probably be allowed to spend their time on the streets, and grow up in idleness and every description of vice.

14.—There is only one other female school in the town, which is chiefly attended by the children of Methodist parents, so that it exercises little or no influence on its operation. Previously to the opening of the convent school, there was a female national school in the place, but this was closed by the manager, and is now used as a preparatory male school, under the charge of a female teacher.

15. A.—The efficiency of the general course of instruction is fully equal to what it is in the best female schools of the district, and much superior to that of the ordinary run of female schools.

15. B.—Very much superior; for in most cases, whenever there are infant pupils in attendance, they are either left to sit during the entire time in the desks, with little or no instruction, or put under the care of one of the pupils, who understands nothing whatever of the method of instructing them; but, as I have already stated in this Report, in this convent school a zealous and painstaking teacher carefully and diligently attends to their instruction.

15. C.—Music or singing is taught in no other female school in the district. Drawing or other extra branch is not taught in any of the schools.

15. D.—In some schools, where there is a workmistress appointed and paid by the Board, more satisfactory results in this respect are produced; but in no case, where this branch is under the charge of the teachers of the school, are the same satisfactory results produced as in the convent school.

15. E.—Very much superior.

15. F.—The religious instruction, both as regards amount and quality, is quite superior.

15. G.—Fully as good, and in many cases vastly better.

15. H.—There is no female school in the district which can be compared, as to accommodation, &c., with the convent school.

15. I.—Much better than any other school in the district.

15. K.—Very much superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	Not in	Not in	Not in	3
Incidental visits - - -	operation.	operation.	operation.	2

17.—At the inspections of my predecessor, Mr. Rodgers, during the year 1863, he speaks in the most favourable manner of the progress of the pupils, the general arrangements of the school, and the methods of teaching pursued in the establishment.

18.—The Bantry Convent School, being little better than twelve months in operation, has not had time as yet to exercise much effect on education in its locality. There is, however, besides the large schools in connection with the National Board, a day-school for the children of the better classes. It has also in this short time trained two or three teachers, who are now in charge of female national schools, and who are giving much satisfaction both to their managers and the officers of the Board; and I have no doubt whatever that, when the school is in operation for some time, it will act very beneficially in supplying the national schools in its locality with a superior class of female teachers. It has also been the means of increasing the number of female pupils; for, before the opening of this school, the number of girls attending the female national school of the town never reached 100 pupils; whereas at the present time it is considerably over 200, and on the day of my inspection the number in attendance was 232. This is principally owing to the influence exercised by the nuns in making their visits to the poor, to which I have before referred, and to the opening of the infant school, which before did not exist. Thus the attendance of female pupils has increased more than 100 per cent. since the transfer of Bantry Female School to the convent. The people of Bantry have the fullest confidence in the national system, and are greatly satisfied with the teaching of the nuns, and there appears to be an anxiety on the part of the managers of the district, and also a great desire manifested by the parents of the children, to procure teachers who have been educated and trained in the convent schools.

(signed) *John Hanlon*, Sub-Inspector.
(Roman Catholic.)

4 June 1864.

County Cork, Roll No. 5960.

Blackrock Convent National School.

Name of Order, Institute, or Community:—Ursuline Nuns.

Visited 9 June 1864.—Manager, Rev. James O'Sullivan, Blackrock.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
213	95	27	31	20	11	6	95
Average Age - - -		6·2	10·	12·2	11·9	14·6	—

Answers to Queries.

1. (*a*).—Adequate. Six nuns attend every day for about two hours each, on an average, and three monitresses (including one recommended to be appointed) teach for 4½ hours each.

1. (*b*).—Some of the nuns appear to be very fairly acquainted with school management and with the method of teaching the subjects of school programme, and the others teach the junior classes pretty well.

2.—The answering of the pupils on the occasion of my special inspection ranged from middling and fair to very fair and good, and was about equal to the average answering in second and third class teachers' schools.

3.—The infant pupils are taught with as much care as those of the highest classes, and, on the whole, answered very fairly.

4.—During the last 12 months, 12 girls, 14 years of age and higher, left this school and did not return; three of them were in 1st class, two in 2d, three in sequel, one in 3d, and three in 4th. In connection with this statement, it is right to mention that very many of the children attend irregularly.

5.—Drawing is not taught, but instruction in singing is given two hours every week by Miss M'Kenna and one of the monitresses, with pretty fair results.

6.—Plain sewing and knitting are taught to four-fifths of the pupils on Tuesday, Thursday, and Friday from 2 to 2.45 o'clock, and with tolerable success. In a room adjoining the school, crochet work is taught by two nuns to a lot of grown girls, who attend from 10 to 3 o'clock daily. These receive religious but no literary instruction, and are paid the profits left after the cost of materials is deducted from the selling price of the work.

7.—The great characteristic of this as of the other Convent schools, is the moral and religious training which the girls undergo, and which enhances so much the education of this class of schools.

8.—From 12 to 1 o'clock is devoted to religious instruction on each of five days of the week, at which Roman Catholic pupils only are present, the two Protestant pupils, daughters of Protestant parents, absenting themselves from school during this hour. This arrangement is entered on the time table, and is strictly observed.

9. (*a*).—The acquirements of the monitresses, though not equal to those of monitresses of similar standing in other convent schools, are, nevertheless, very fair, and are even higher than what is required in the Board's programme. Their answering at my special examination was in the main good, and their exercises (I have been assured) are, as usual, satisfactory.

9. (*b*).—I have heard them examine the classes assigned them, and liked their mode of interrogating; but was not altogether satisfied with the girls' answering.

9. (*c*).—They are instructed themselves by one of the nuns from 9.30 to 10.30 o'clock on five days, and from 10 to 11 on Saturdays. Part of this instruction comprises lessons on grammar (including parsing), geography, arithmetic, and matter of reading books; and part, written exercises on these subjects. The latter after being marked, in the same way that the teachers' answers are after an examination, are kept till I see them, and are brought to the annual examination, in order that I may send to the office a return specifying their quantity and quality.

9. (*d*).—At last year's examination the three monitresses from their school answered very well at the written part, and two of them did very fairly at the oral portion. The other was appointed, in the interval between the examination, as an assistant in a national school.

10.—The Board's rules are observed by the nuns in charge of this school.

11. (*a*).—The school-house can accommodate 226 girls, or more than twice the number in average attendance.

 11. (*b*).—As

11. (*b*).—As for the healthiness and convenience of the school-rooms, I have only to say that they are models in these respects.

11. (*c*).—The building, furnishing, and making alterations, cost, it is estimated, 1,100 *l.*

12.—Since 1857, 40 *l.* 14 *s.* 8 *d.* worth of maps, charts, apparatus, and books, has been procured for this school. This includes 12 *l.* 8 *s.* worth of apparatus, which was presented to the nuns by Mr. Vere Foster, a gentleman who has spent thousands of pounds in improving the Irish national school-houses, and providing them with educational apparatus.

13.—On comparing the attendance of this school with that of Blackrock Male National School, which is under a second class teacher, I find that the former is greater than the latter, by 40 or so; thus showing, as in other cases, that the convent schools are more popular than the ordinary schools.

14.—There is no lay female school within three miles of it; but in the village of Ballintemple, which is 1½ miles to the west of Blackrock, there is a kind of infant school, comprising boys and girls, and conducted by a former pupil of Blackrock Convent School. According to the manager's arrangement, all the boys and girls of Ballintemple over a certain age go to the Blackrock Male and Convent Schools, whilst all of that age and under it go to the Ballintemple mixed school.

15. A.—In reading, writing, grammar, and geography, it is about equal to an average ordinary school, but, in the case of arithmetic in the lower classes, it is rather inferior to it.

15. B.—The small children are taken great care of by the nuns, and are very much attached to them. A much greater sympathy is evinced by these ladies towards their pupils than by the ordinary teachers towards theirs.

15. C.—In vocal music, this school is superior to all the ordinary female schools of my district, except one.

15. D.—And, as to industrial instruction, it is equal to the best of them.

15. E.—The moral training of the girls, as may be seen from a short visit to the school, is better than in the ordinary schools; they are obliged to come clean and tidy, to be orderly and obedient, and to go through their school business without any disagreement or complaint.

15. F.—The religious instruction is more carefully attended to by the nuns than by the ordinary teachers.

15. G.—The Board's Rules, which are suspended in the school-room, are as well observed as in the other national schools.

15. H.—This school-house affords better accommodation than, perhaps, any ordinary female school in my district.

15. I.—And it is better supplied with educational apparatus.

15. K.—The attractive influence of this school is best seen from the much larger attendance it has than the male national school in its immediate vicinity.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - - -	3	3	3	3

Incidental visits.—There is no record of them kept.

17.—The observations in the inspectors' book, at each visit, respecting this school, are very satisfactory, as regards order, neatness, school accounts, supply of books, and needlework, and very fair as regards the answering of the classes. Arithmetic appears to be the subject in which the pupils exhibited a want of proficiency on a few occasions, and which required most attention from the nuns.

18.—Four of the pupils of the school became teachers under the Board; one of them is doing very well in my district, and is classed 3^1; another, classed 3^2, left my district; a third resigned her situation as work mistress and literary assistant; and the fourth, who had no turn for teaching, was dismissed by the head inspector and myself. A paid monitress of this school, to whom I referred at 9 (*d*), was appointed in July last to be assistant in a national school. She is very steady and attentive, and agrees very well with her principal, who, by the way, disagreed to such an extent with her two former assistants that they resigned or had to leave. At the last examination of female teachers, held in January, the assistant I allude to answered so well, that she got two steps in promotion, or 3^1.

(signed) *Edward Sheehy*, District Inspector.
(Roman Catholic).

11 June 1864

County Cork, Roll No. 1541.

CHARLEVILLE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—The Order of Mercy.

Visited 1 June 1864—Manager, Very Rev. Dr. Croke, Charleville.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
468	199	145	53	24	15	11	248
Average Age - - -		3·7	9·2	11·3	12·2	14	9·7

Answers to Queries.

1. (*a*).—Satisfactory.
1. (*b*).—Of a very fair order.
2.—Efficient.
3.—The management and care bestowed upon these children are in the highest degree satisfactory; their literary proficiency is of a tolerably fair character.
4.—1835 have finally given up attendance at school; 502, or scarcely one-third, have attained to a satisfactory degree of education. In consequence of the school account-books not having been duly preserved, this account is for merely the last 10 years.
5.—None taught.
6.—Plain sewing with fair results.
7.—Favourable.
8.—In the female school, from 10 till 10.5 and from 12 till 12.30 o'clock. In the infant school, from 10 till 10.5 and from 2.45 till 3 o'clock. All which arrangements are strictly adhered to.
9. (*a*).—Of a tolerably fair order.
9. (*b*).—Not sufficiently energetic with the classes; they render fair assistance, however, in keeping the school accounts.
9. (*c*).—One and a half hour's special instruction, and one and a half hour's instruction during school hours.
9. (*d*).—Of a tolerably fair character.
10.—Observant.
11. (*a*).—Adequate in infant school. More than adequate in female department.
11. (*b*).—Healthful and sufficiently convenient.
11. (*c*).—£. 650.
12.—£. 30 13*s*. 7*d*. for the last 10 years.
13.—A very large number of children who, from their extreme poverty, would never have entered any school, have, through the influence of the ladies of the convent, who from time to time visit them at their homes, been brought within the sphere of instruction; and of these, 70 at least have become eligible to situations, and otherwise respectably settled in life.
14.—Beyond exercising a salutary stimulus to exertion upon the part of the teachers, it has but little affected the operation of lay female schools. On the contrary, it is the neighbouring schools which may be regarded as possessing the aggressive influence. When first this school came under my inspection (some 12 years ago), it commanded a very considerable attendance of pupils from town and country; since then, however, three female lay schools have been established in the neighbouring parishes, which have reduced the attendance of females at the convent by at least two-thirds.
15. A.—Ranks fairly with some of the higher class schools.
15. B.—No infant schools save those connected with convents.
15. C.—None taught.
15. D.—Ranks fairly with the higher class schools.
15. E.—Of a superior order.
15. F.—Satisfactory.
15. G.—More strictly observed than some of them.
15. H.—Superior.
15. I.—Ranks fairly with them.
15. K.—Much superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	2	2
Incidental visits - - -	—	—	—	1

17.—Favourable.

18.—This school may be regarded as the parent of the schools established at Newtown Shandrum, Newtown, Ballyhea, and Effin. Of the pupils who have been educated here, 90 became governesses, ladies' attendants, or shopgirls; 60 were respectably apprenticed, and 10 of them attained to the rank of paid monitor. It has been, and still is, of the greatest advantage, more especially the infant department, to the town of Charleville and its vicinity, as very many of the children would, from their extreme poverty, be found not to attend, save through the ladies of the convent, any school whatever, and many have through it attained to a respectable position in life. As a means, therefore, of extending national education amongst the masses, its influence embraces both town and country by thus bringing within reach of the people some of the great advantages to be derived from the system.

(signed) *James Maclochlin*, Second Class.
(Established Church).

4 June 1864.

County Cork, Roll No. 7651.

Clonakilty Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 6, 7, and 8 June 1864.—Manager, Rev. H. Leader, Clonakilty.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
629	329	149	88	102	46	24	409
Average Age - - -		6·4	9·	11·3	12·2	14·6	10·7

Answers to Queries.

1. (*a*).—There are five sisters of mercy in regular attendance, and six paid monitresses teaching for three hours.

1. (*b*).—Satisfactory.

2.—I consider all the classes I have examined up to the school programme in every subject, with the exception of arithmetic.

3.—Great care is taken with the infant pupils.

4.—Of 234 girls, 14 years of age, who have finally left school, 19 were from first class, 27 from second class, 67 from sequels, 57 from third class, and 64 from fourth class.

5.—Not taught.

6.—A workmistress paid by the Board has charge of this branch, and the results are satisfactory.

7.—I have never had occasion to complain of the habits or manners of the pupils. I consider them most respectful and obedient.

8.—From 10 to 10·15, 12 to 12·5, and 2·30 to 3·30 on Monday to Friday inclusive. The arrangements are strictly observed.

9. (*a*).—All are well qualified.

9. (*b*).—The classes taught by them have given me satisfaction.

9. (*c*).—They are taught for one hour and a half during school hours, and receive special instruction for one hour.

9. (*d*).—I consider that they have answered better than any monitresses in the district.

10.—I did not observe any violation of the Board's rules.

11. (*a*).—Allowing six square feet for each pupil, there is accommodation for 768.

11. (*b*).—Very satisfactory.

11. (*c*).—£. 1,478 8*s*. 5*d*.

12.—Well supplied; expense incurred, 140*l*. 17*s*. 2*d*.

13.—There are several children attending the school who could not do so from want of clothing, except from the charity of the sisters of mercy.

14.—There is but one lay female school in the parish. It is in the town of Clonakilty, and has an average attendance of 67 girls. There is no influence used to withdraw the children from it; nearly all the girls have been withdrawn from a mixed (darrary) school about three miles distant, through the influence of the late manager.

15. A.—If not superior it is fully equal to any girls' school in the district.

15. B.—The ordinary girls' schools cannot be compared with it as regards the care and management of the infant pupils.

15. C.—Not

15. C.—Not taught in this school.
15. D.—Superior to the ordinary girls' schools.
15. E.—The girls are more respectful and becoming in their manners and habits than in the other schools.
15. F.—Much better attended to.
15. G.—As well observed as in the other schools.
15. H.—The accommodation is of a superior kind, far beyond the ordinary schools.
15. I.—Superior to the ordinary schools.
15. K.—Several of the poorer children, I believe, who attend this school, would be kept at home, except for the care, attention, and religious training which the parents expect from the nuns.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	1	2	2	3
Incidental Visits - - -	–	–	–	1

17.—Favourable.
18.—The effect of this convent school has been to give a good sound secular and religious education to children of three classes, besides the ordinary national school-going children, who would not attend the school except that it is conducted by the Sisters of Mercy. First, infants who would not be entrusted to the care of lay female teachers. Second, children of the poorer classes who could not come to school except for the charities of the Sisters of Mercy. Third, children of the respectable classes who would not attend at any ordinary national school.

(signed) *Philip O'Connell*, District Inspector (Roman Catholic).

11 June 1864.

County Cork, Roll No. 4268.

DONERAILE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 2 June 1864.—Manager, Very Rev. Doctor Duggan, Doneraile.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
405	196	89	55	19	42	68	273
Average Age - - -		7·1	8·5	10·1	12·2	13·6	10·3

Answers to Queries.

1. (*a*).—Satisfactory.
1. (*b*).—I have no doubt as to the superior acquirements of some of the ladies of the Convent who take an active part in the management of the school. The method of teaching is well calculated to improve the children, and the organising skill which they bring to bear throughout the various arrangements, is fully evidenced by the satisfactory condition of the school.
2.—Efficient.
3.—They are very carefully attended to as regards their health and morals. The literary proficiency is fairly in keeping with the requirements of the programme.
4.—$\frac{32}{153}$, or considerably more than one-third.
5.—The children have acquired a fair amount of proficiency in vocal music.
6.—Very favourable. The children of the various departments are taught needlework in all the branches; chief attention is given to the plain rather than ornamental.
7.—The children are remarkable for cleanliness, order, and discipline; their moral tone and demeanour are of a very satisfactory character.
8.—From 12 till 12½, and 2¼ till 2¾, upon Monday, Tuesday, Wednesday, Thursday, and Friday, which arrangements are scrupulously adhered to.
9. (*a*).—Of a tolerably fair order.
9. (*b*).—They render assistance in teaching the junior classes, and also in keeping of the school accounts.
9. (*c*).—Two hours and a quarter daily instruction.

9. (*d*).—Of

9. (*d*).—Of a tolerably fair character.
10.—Strictly observant.
11. (*a*).—Amply sufficient.
11. (*b*).—Most convenient and healthful.
11. (*c*).—One thousand pounds and upwards.
12.—Adequate; 109 *l.* 2 *s.* 5 *d.*
13.—Nearly one-half the number of children in ordinary attendance, who, save through the influence of the ladies of the convent, would not be found to attend any school.
14.—For all such cases, as the neighbouring schools are but feebly conducted, I find that the Convent School is certain to absorb the greater number of the children. Now in Skeanabeg Rural National School, there has been a succession of inefficient teachers, and in Shanballymore Village National School, which is not conducted with sufficient energy; the attendance, consequently, in the former is very poor, and in the latter is not at all a fair representative of the children of school-going age. When, however, the school is efficiently conducted, as in the case of Buttevant National School, in charge of a first-class teacher and an assistant, I find that instead of affecting its usefulness, on the contrary, a healthful stimulus is given to the teachers, and that the number in daily attendance bears a very fair proportion to the town and neighbourhood of Buttevant.
15. A.—Fairly in keeping with some of the first-class schools.
15. B.—There are no infant schools save those in connection with the convents.
15. C.—The proficiency in vocal music is fairly in keeping with them.
15. D.—The industrial branches are more succesfully taught, and to a larger number of pupils than in any of them.
15. E.—Superior.
15. F.—Satisfactory.
15. G.—More strictly observant than in some of them.
15. H.—Superior.
15. I.—Superior.
15. K.—Much superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	1	–	–	1

17.—Favourable.
18.—Of the pupils educated at this school, 53 became national teachers in England and Ireland, 15 of them attained to the rank of paid monitor, a very large number obtained respectable services, and no fewer than 41 have gained a position in life, which they could otherwise never have reasonably hoped to attain. Whilst out of nearly 4,000 pupils who have tarried within its portals and finally left school, more than a third has attained to a satisfactory degree of education. It has thus been and still continues to be, of the greatest advantage to the poorer classes, and may be truly regarded as one of the surest messengers in the Board's quiver to bring home to the hearts of the people the blessings to be derived from a due administration of the National system of education.

(signed) *James MacLochlin*,
Second Class Inspector
(Established Church).

Dated 4 June 1864.

County Cork, Roll No. 5999.

DOUGLAS STREET MONASTIC NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Brothers.

Visited 1 and 2 June 1864.—Manager, Mr. E. P. Townsend, Cork.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
1,241	359	253	80	52	63	22	470
Average Age - - -		7·2	9·3	10·7	12·1	12·6	8·8

1. (*a*).—Scarcely

Answers to Queries.

1. (*a*).—Scarcely adequate. Five Brothers, assisted by seven smart monitors,* conduct this school. Two of the former were connected with education before they became monks.

1. (*b*).—And appear to be very well qualified, as regards method of teaching and organising skill, to have charge of the more important classes; while the other three, who are older, and of course not so energetic, have charge of the other and less important classes.

2.—The results of my special examination were fair, as regards the junior classes, and very fair or good in the cases of the senior.

3.—There are too many children in the First Book school, and too few to teach them. I have suggested that some of them should be transferred to the Second Book school, and some from it to Sequel Book school, without removing them on class rolls or register. Under existing circumstances, it is quite impossible that sufficient care can be given to the infant pupils or that they can make very great progress, when it is borne in mind, that the parents of many of them are of the very poorest class, and are obliged to keep them at home very often to run of messages, &c.

4.—Since August 1863, 64 pupils of the ages of 13 years, and more, left this school and did not return. One of these was in first class, nine in second, 17 in sequel, 21 in third, and six in fourth.

5.—Not taught.

6.—None.

7.—Considerable attention is bestowed on the moral training of the pupils, and by some of the brothers more than the others, as may be seen by the greater order and cleanliness in some of the school-rooms than in others.

8.—The arrangement for religious instruction, which is closely attended to, is that from 12 to 12½, and 2 to 3 o'clock each day are devoted to it.

9. (*a*).—The monitors who have been appointed by competitive examination from among the head class pupils, answered very well on the occasion of my special examination, and had from two to 10 large copy-books of exercises each to show.

9. (*b*).—I examined some of the classes taught by them, and was satisfied with the progress they have made under them.

9. (*c*).—From nine to 10 o'clock on five days, and two hours on Saturday, they receive special instruction from one of the brothers, and latterly they have attended from six to eight o'clock in the evening for instruction too.

9. (*d*).—At the last annual examination of monitors, three answered extremely well, one answered very fairly, and the remaining fifth very indifferently; but he has neither industry nor smartness.

10.—They are very well observed.

11. (*a*).—The four fine rooms and two galleries of this school can accommodate more than double the average attendance.

11. (*b*).—The school-rooms are all of a suitable form and height, and are well lighted and ventilated.

11. (*c*).—The estimated expense of building and furnishing is 1,200*l*.

12.—There is an ample supply of maps, charts, models, geological specimens, &c., which have been purchased from the Book and Apparatus Departments. A few years ago, at a public examination, the answering of the head class on these things surprised the Roman Catholic Bishop and leading merchants that attended it.

13.—I believe a much larger number of the poor children attend this school than would be got to attend ordinary National schools were they substituted for it.

14.—There are no lay male schools in its vicinity, except three ordinary National schools, which are under the management of a Protestant clergyman, and which, I may say, are attended by Protestants exclusively.

15. A.—The efficiency of this school is equal, as regards junior classes, to that of the ordinary boys' schools in general, and superior as regards the senior classes.

16. B.—There is as much care bestowed on the infant pupils of this school as on those attending the ordinary schools, regard being had to the large attendance.

15. C.—Nothing has been done for some time to keep up the knowledge of drawing which some of the more advanced pupils acquired a few years ago, when teachers from the Cork School of Design used to teach this branch in the school. Singing has not been introduced, nor indeed is it advisable till the teaching staff has been increased. But in the extra branches of mensuration, geometry, and book-keeping, this school ranks with the ordinary National schools under first-class teachers. Three years ago, when the fourth class was under the charge of a very efficient brother, the boys belonging to it were very proficient in mechanics, pneumatics, chemistry, and the steam-engine. I believe the two senior monitors are still very well acquainted with these subjects, though for some time I have not examined them on any of them.

15. D.—None.

15. E. and F.—Superior in these respects to the ordinary boys' schools.

15. G.—They are as well observed as in any other National school.

15. H. and I.—As regards accommodation in school-rooms and supply of apparatus, it surpasses all the other male schools in my district.

15. K.—Relatively

* Two of these have been recommended only, but not yet appointed.

15. K.—Relatively and absolutely, more poor children attend this school than any two of the ordinary male schools under my superintendence. The monks are very kind to them and spare no trouble in trying to get the smartest and best conducted situations in shops, stores, and the offices of professional men.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	2	2	2
Incidental Visits - - -	No record of them kept.			

17.—The character of the pupils answering, on the occasions of my inspections, was in general very fair or good.

18.—Owing to the many situations that offer for boys in a large city like Cork, and to the number of them which the monks obtain for their best pupils, comparatively few of those educated in this school have become teachers. In future this, I expect, will not be the case, as the development of the monitorial scheme will retain in this as in other large schools the cleverest of the pupils till they become teachers. A boy who had all but completed his fourth year's monitorship, was appointed in February last to be assistant in a suburban school; so well did he answer at the annual examinations of monitors, that I expect he will highly distinguish himself at the examination of teachers to be held next Easter, and will get two steps at least in promotion. His example has stimulated the other monitors to such an extent that some of them, who did not intend to become teachers, have changed their minds, and are determined to apply for the next vacancy in any of the Cork schools; in this way, a very serious defect in these schools will be remedied, namely, by the appointment of experienced and suitable assistants in them, instead of the overgrown pupils from country schools, who find it difficult to live away from their homes on the salary they receive.

(signed) *Edward Sheehy*, District Inspector
(Roman Catholic).

9 June 1864.

County Cork, Roll No. 2258.

FERMOY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Presentation Order.

Visited 30 May 1864.—Manager, Rev. Charles Fielding, Fermoy.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
572	274	140	48	74	22	51	335
Average Age - - -		3·8	7·7	10·1	12·2	13·1	7·7

Answers to Queries.

1. (*a*)—Satisfactory.
1. (*b*).—Of a very fair order.
2.—Efficient.
3.—The pupils are carefully attended to in the school and playground; their proficiency is fairly in keeping with the requirements of infant schools.
4.—$\frac{3}{10}\frac{6}{20}\frac{2}{20}\frac{2}{20}$, or more than one-third.
5.—Satisfactory.
6.—The children of the second class and upwards, are taught needlework in all its branches. Chief attention is given to plain sewing and knitting. Several large orders are obtained from England and elsewhere for the ornamental branches.
7.—Very satisfactory.
8.—In the female and infant schools from 9 till $9\frac{1}{4}$, 11 till $11\frac{1}{4}$, 12 till $12\frac{1}{4}$, and $2\frac{3}{4}$ till 3 o'clock, upon Monday, Tuesday, Wednesday, Thursday, and Friday. And in female school from 12 till $12\frac{1}{2}$ o'clock upon Tuesday. All of which arrangements are strictly adhered to.
9.—Of a tolerably fair character.
9. (*b*).—Some of them not sufficiently energetic with the classes; they render good assistance in keeping of the school accounts.
9. (*c*).—Three hours' instruction during school hours.
9. (*d*).—Tolerably fair.

10.—Strictly

10.—Strictly observant.
11. (*a*).—More than adequate.
11. (*b*).—As an educational establishment it is one of the best adapted I have met with for healthiness, convenience, light, and ventilation.
11. (*c*).—£ 1,143.
12. £. 150, or thereabouts.
13.—In or about 200 children, who, save through the influence of the ladies of the convent, would never have entered a school, have been induced to attend, and thus been brought within the sphere of instruction, and many of these have attained to a respectable position in life.
14.—Beyond exercising a stimulating influence upon the teachers, it has not affected the operation of lay female schools. In this case, as in all such others as have come under my experience, I find that instead of interfering with the usefulness of existing first-class schools, such as Castlelyons, and Rathcormac, and Kilworth, on the contrary, the convent school exercises a salutary influence by infusing amongst the lay teachers a laudable rivalry. In all such cases, however, as have been feebly conducted by mediocre teachers, I find the school to go down.
15. A.—Ranks fairly with the first-class girls' schools.
15. B.—There are no infant schools beyond those in connexion with the convents.
15. C.—There is no school within the district in which instruction in music is so satisfactorily carried out.
15. D.—Of a superior order.
15. E.—Of a superior order.
15. F.—Satisfactory.
15. G.—More strictly observed than some of them.
15. H.—Much superior.
15. I.—Superior.
15. K.—Much superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	3
Incidental visits - - -	—	—	—	—

17.—Favourable.
18.—Of the pupils of this school,15 becameNational teachers, 11 of them paid monitors, 5 of them workmistresses, and 50 attained to a respectable position in life; whilst more than one-third has attained to a satisfactory degree of education. It has thus afforded, and still continues to afford to the neighbouring schools, a profitable example of how much good may be effected by conscientiously availing themselves of the privileges which the Commissioners place within the reach of all. As a means of extending education amongst the masses, its influence may be judged of no less from the large number of children in attendance from town as from country, some of whom would otherwise never enter a school, thus bringing home to the affections of the people the great advantages to be derived from the National system of education. Of 3,600 pupils who have been educated here, and finally left school, more than one-third has attained to a satisfactory degree of education.

(signed) *James MacLochlin*,
Second Class Inspector.
(Established Church).

4 June 1864.

County Cork, Roll No. 5669.

GREAT GEORGE'S-STREET LANCASTERIAN MONASTIC NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Brothers.

Visited 6 and 7 June 1864.—Manager, Mr. E. P. Townsend, Cork.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
817	307	180	44	34	36	18	312
Average Age - - -		7·2	9	9·5	12·2	13	—

1. (*a*).—There

Answers to Queries.

1. (*a*).—There are five brothers and seven monitors (including those recommended for appointment) teaching in this school; this, according to the Board's Regulations, is inadequate as a teaching power for the average attendance.

1. (*b*).—The superior, who has special charge of the head classes, and general charge of the whole school, is a good science scholar; and the other brothers, who are young and zealous, appear to teach their classes very fairly.

2.—The results of my special inspection of the school, as regards the answering of the classes, were, in the main, very fair or good; there was, however, a deficiency in simple rules of arithmetic exhibited by second class.

3.—Judging from the answering of the drafts of first class, which I examined, I consider that the infant pupils are, for their grades, as much attended to as the others.

4.—Of the senior pupils, 13 years of age and higher, that left this school since May 1863, and have not returned to it, 7 were in first class, 18 in second, 9 in sequel, 30 in third, 9 in fourth, and 13 in fifth; total, 86. The attendance of some of these was very irregular.

5.—Music has not been taught; but drawing was until lately, and with pretty fair success. In geometry, book-keeping, and algebra, the head-class boys are fairly advanced.

6.—None.

7.—The poorest children of the city attend this school, and are trained with tolerably fair success into habits of order and cleanliness, and their manners too are improved.

8.—From two to three o'clock on five days of the week is devoted to religious instruction, and the Angelus is said at twelve o'clock. This arrangement is notified on the time-table, and strictly adhered to.

9. (*a*).—There are four monitors recognized by the Board in this school, and the appointment of three suitable candidates, selected on account of their superior answering, has been recommended. The answering of the seven at my special examination was creditable to themselves and the brothers that instruct them, although I went beyond the monitor's programme with them; and each of them had from one to five large copy-books of exercises on grammar, geography, lesson-books, arithmetic, mensuration, algebra, &c., which were very well done, and which are a good preparation for the approaching annual examination of the monitors of the district.

9. (*b*).—I can speak very highly of their efficiency as junior instructors, both from their method of teaching and examining, and from the answering of the classes assigned to them.

9. (*c*).—From nine to ten, and from one to two o'clock, are devoted by one of the Brothers to their instruction, and recently they attend from six to eight o'clock in the evenings, with the Douglas-street monitors, in order to prepare for the next examination.

9. (*d*).—At the examination held in July, the three monitors that attended from this school answered very well; one, indeed, extremely well, for he missed only two questions at the oral part. He has since been appointed assistant in one of the Cork schools, and gives the teacher over him and the manager great satisfaction.

10.—The rules of the Board are strictly observed by them.

11. (*a*).—This very fair school-house is capable of accommodating 800 pupils, or more than double the number in average attendance.

11. (*b*).—It is healthy on account of its height, area, and arrangements for ventilation, and the rooms, which are separated one from another by wooden partitions, glazed in the middle, are very convenient for teaching purposes.

11. (*c*).—The estimated expense of building, furnishing, and making alterations in it, is 2,000 *l.*

12.—There is a very large supply of maps, charts, and apparatus, which, though purchased at reduced rates, has cost 53 *l.*; and there is always a stock of books on hand to sell to pupils.

13.—Very many of those attending this school are boys that from their poverty would either be excluded from ordinary schools, or, if admitted to them, would not receive the attention or kindness now bestowed on them by the Presentation Brothers. The ordinary teachers, who have to live by their calling, will, no doubt, encourage the attendance of the paying pupils, and, perhaps, discourage that of the non-paying pupils; whereas the conductors of this school will be better pleased at having it attended by the children of the very poor than by those whose parents could afford to pay for them. Considering the object of the National Education Grant, I do not know any school that has a higher claim on the Commissioners who administer it than this one.

14.—There are no lay male schools for the poor in the part of the city where this is situated, so that I cannot say how it affects such schools.

15. A.—It is at least equal to the ordinary boys' schools in its efficiency as regards most of the branches of the school programme, and is superior to them in the others, such as reading, explanation, and geography.

15. B.—Very great care is bestowed on the infant pupils by the Brothers and monitors over them; and their proficiency in spelling, reading, meaning of words, easy tables, and numeration is as high as that of the younger pupils in ordinary schools.

15. C.—Music and drawing are not taught, but geometry, book-keeping, and algebra are, and with as great success as in the ordinary National schools, under first-class teachers.

15. D.—None.

15. D.—None.

15. E. and F.—Superior in these respects to the ordinary male schools.

15. G.—Are very faithfully observed; not more so in any other National school.

15. H. and I.—Excels all the ordinary schools as regards accommodation and supply of educational apparatus.

15. K.—It appears from the large number of poor children attending it to be more attractive to them than the ordinary National schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	2	2	2	2
Incidental visits - - - -	No account of them kept.			

17.—The answering of the pupils at each inspection, as recorded in the Observation-books, was, on the whole, very favourable. At one examination of the classes, which was public, and which was attended by the Roman Catholic bishop and dean, and some of the merchants of Cork, the answering of the head classes in geography, astronomy, pneumatics, and mechanics, including the structure of watches, clocks, and flour mills, was very good, and appeared to surprise very agreeably those who heard it. The questions had special reference to the sheets and models with which the school is provided for illustrating these subjects; and the answering of the pupils was therefore the more interesting and intelligible.

18.—Within the last couple of years, three of the monitors of this school have become teachers of National schools, two of them in my district, and the third in an adjoining district. One of the first, as I before mentioned, is giving great satisfaction as an assistant, and the other, who has charge of a school, has effected great improvement in it, much more than had been done by his predecessor, who had been a pupil-teacher in a model school. At his first examination as a teacher he answered so well that he got two steps in promotion.

(signed) *Edward Sheehy*, District Inspector.
(Roman Catholic.)

11 June 1864.

County Cork, Roll No. 4572.

KINSALE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 2 and 3 June 1864.—Manager, Rev. John Kelliher, P.P., Kinsale.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
756	366	160	95	62	36	29	382
Average Age - - -		5·5	9·5	10	12	14·8	8·5

Answers to Queries.

1. (*a*).—The teaching power is ample for the attendance. Twenty nuns give instruction in the literary subjects only; one only in the industrial branches, and four in both. The seven monitresses belonging to the school spend a portion of their time teaching too.

1. (*b*).—I believe all the ladies who teach in the school are highly qualified as regards acquirements, method of teaching, and skill in organization. The lady who has chief charge in the school, and directs the entire education of the pupils, and the training of the young nuns, is, perhaps, superior to anyone connected with our Model Schools as a practical educationist.

2.—Hence it is that the children are well taught, and that their answering has been extremely good. The first class spell, read, explain words of lesson, and answer on tables and geography very well. Second and higher classes read, write, spell, and answer on grammar and geography extremely well; whilst the highest classes are very smart at composition, history, elementary astronomy, physiology, and electricity. I believe that the fifth-class girls and monitresses have a much better knowledge of the last-mentioned subjects than those ladies who attend the public lectures in Dublin and elsewhere. Indeed their answering on electricity at my special examination, astonished a Dublin lady and two clergymen who were present; I could not puzzle them on the history of electricity, attraction, repulsion, conductors, non-conductors, electrics, non-electrics, Leyden jar, electrifying

electrifying machine, &c.; they appeared to be quite familiar with the apparatus before them, and no doubt, if time permitted, could make simple experiments with it, as on different occasions the lady who teaches them showed how they were made.

3.—The infants or children of the first class, as may be inferred from their answering, &c., are taught with great care by a couple of the ladies, who appear to be peculiarly suited for instructing them; they make the children quite easy and happy, at the same time that in a gentle manner they correct their faults, and gradually get them into habits of order, regularity of attendance, and cleanliness. It is very pleasing to see them go through the exercises connected with some of the gallery lessons, and to hear them sing the nursery rhymes and simple airs they have learned, as all appear to be in earnest about each little performance, and to be satisfied if they have an approving word from the nuns or the visitors. On the whole, the infant department, on account of the training the children undergo in it, and the improvement in spelling, reading, &c., they make there, is a great auxiliary to the others.

4.—With few exceptions, all in first class are very young, and therefore it happens that those leaving school finally are in general in the other classes. Of the 31 pupils, 13 years of age and above it, that left this school between April 1863 and April 1864, and did not return, four were in first class, six in second, nine in sequel, six in third, five in fourth, and one in fifth. I should here observe that the very poorest, those that cannot buy books, nor get breakfast every day, attend this school, but not regularly, and it is these chiefly who are in the lowest books when leaving school.

5.—Drawing is not taught, but vocal music is, though not very systematically. The lady who teaches it is a very good musician herself, but has not the method of instructing others in singing. This defect will soon be remedied, as the nuns are going to get a person who is very competent to give lessons in Hullah's system of vocal music.

6.—This school excels all the other schools, ordinary, convent, and model, with which I am acquainted in its industrial department. In the year 1847, four years after the opening of the school, the nuns, anxious to relieve the distress of some of their pupils' parents, and to introduce industrial instruction among the poorer classes, employed persons to teach to their more grown girls, Limerick point and cushion lace making; and the Commissioners, with similar objects in view, paid a person to teach muslin embroidery. Since then, there have been included in the industrial instruction, gold and silk embroidery, spinning (hemp and wool), plain and fancy knitting, dress and cloak making, shirt making; wax, paper, and muslin flowers, and hair-work. Specimens of the work done in this school were sent to the London, Dublin, and New York Exhibitions, and were noticed for their style and finish. A large portion of the work was exported to various parts of North America, Australia, Cape of Good Hope, England, and Scotland, and private orders were executed for ladies connected with several noble families in England and Ireland. Some idea may be formed of the results of this experiment when I mention that the sum expended on it between the years 1853 and 1863 amounted to 10,095*l.* 13*s.* 4½*d.*

7.—Besides the industrial training, the pupils undergo an excellent moral and religious training. Their habits and manners, from their intercourse with the nuns, become very much improved, as may be seen by anyone visiting the school. They are kind and civil to one another, respectful and obedient to the nuns, and are clean, tidy, and orderly.

8.—Religious instruction is given for one hour daily in the school by the ladies in charge of it; and though I have never heard the children examined on religious subjects, yet from their smartness in other things, and their ready answering in the Scripture History Lesson Books, in the Board's publications, I have no doubt that they are at least as proficient in religious as in secular branches.

9. (*a*).—A few of the best pupils have been appointed monitresses, both for the purpose of stimulating the others to exertion and of supplying the ordinary schools with excellent teachers. Their answering, on the occasion of my special inspection, was equal to that of teachers in many things, and superior to it in grammar, geography, and natural philosophy lessons of Fifth Book. I am aware, from my ordinary inspections too, that they are ex tremely smart in history; much more so than our highest-class teachers.

9. (*b*).—As junior assistants, I have heard them highly spoken of by the ladies under whom they teach; moreover, I can speak from experience of the great efficiency of three former monitresses of this school, who have charge of ordinary National schools in my district.

9. (*c*).—On five days of the week the monitresses receive instruction from 9 to 10 o'clock, and 1 to 3½ o'clock, and on Saturdays for an hour and a-half, on grammar, geography, lesson books, arithmetic, composition, &c.; and once or twice a week they are got to write exercises on these subjects, for the purpose of improving them in composition, spelling, and writing, and to keep them familiar with what they learn. I need scarcely say that by these means they are well qualified for the annual examination of monitresses.

9. (*d*).—At the examination held in July 1863, the four monitresses that attended from this school answered remarkably well the difficult questions I gave them orally; out of 31 rounds, one missed none, another missed but two, and the others missed only three each, and their answering at the written part of the examination, as their exercises, which I marked, and which were sent to the office, will show, was equally good.

10.—The rules of the Board are carried out in this just as in the ordinary National schools.

11. (*a*).—Eight hundred pupils, or more than double the average attendance, can be accommodated

accommodated in all the school-rooms, and the health of the girls as well as of the nuns have been taken into consideration in their construction.

11. (*b.*)—Each of them is lofty, lightsome, and well-ventilated; is comparatively cool in warm weather, and kept sufficiently heated in cold weather.

11. (*c.*)—The building and furnishing of this fine school must have cost at least 1,200 *l.*

12.—The maps, charts, apparatus, and usual requisites purchased since 1858, amount to 224 *l.* Indeed this school has what might be called an educational museum, for the purpose of illustrating the lessons given to the pupils; and here I may remark that constant reference is made by the nuns to the charts, prints, cabinets of objects, &c., with which the school is provided. I was agreeably surprised to find that girls just commencing the lessons on the mineral kingdom in the beginning of fourth book, could answer all the questions I put them on a geological chart to which I referred.

13.—I am fully convinced that more than 100 children of the poorest class attend this school that would not attend an ordinary female National School, were it established in its place. Under present circumstances, its average attendance varies from 350 to 400: whereas the combined averages in the two male National Schools, a few yards distant from it, fluctuate between 160 and 190.

14.—There is no female National School in the town of Kinsale (or within three miles of it) except the convent school. None could compete with it.

15. A.—It far excels all the ordinary girls' schools of my district in point of efficiency and thorough teaching.

15. B.—Much superior to any of these schools as regards the training and education of infant pupils.

15. C.—Drawing is not taught, and music only indifferently. In the latter respect it is inferior to three or four girls' schools.

15. D.—No ordinary girls' school approaches it as regards industrial instruction. The specimens of lace (Limerick, point, and cushion), hair work, embroidery and plain work, which I saw on the occasion of my special inspection, were admirable.

15. E.—Superior to all.

15. F.—Ditto.

15. G.—They are as well attended to as in the other schools.

15. H.—No ordinary school has as good accommodation.

15. I.—I think there is as much apparatus in this school as in all the ordinary girls' schools of my district.

15. K.—The best answer I can give this question is to repeat what I have already stated, that its attendance is more than double the combined attendance of the two male schools.

Each inspection lasted on the average 2¼ days.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	2	2	2	2
Incidental visits - - - - -	No account kept of them.			

17.—The character of the children's answering, as recorded in the Observation Book, is creditable to the nuns and their pupils. Arithmetic was the only subject in which a deficiency was noticed at any time; but the nuns, anxious to have their school superior in every respect, have paid special attention to it. Indeed, I quite forgot in my answer to Query No. 2, to state that, at my special inspection of the school, on yesterday and the day before, I observed a great improvement in arithmetic.

18.—In a preceding part of this report, I have stated that three former monitresses of this school have charge of ordinary national schools in my district. Of these I have been able to report most favourably after each inspection of their schools. The same system of thorough teaching prevails in them as does in the Kinsale Convent School, and the children appear to have made twice the progress under these teachers that they did under their predecessors. One of these teachers I refer to, is trained and in first class. Another is in the highest division of third class, which she got a few months after her appointment as teacher, on account of her good answering, and the satisfactory state of her school. And the third, after only a few months' monitorship in the convent school, was unanimously elected by the Protestant, as well as the Catholic, Poor Law Guardians of Kinsale for their school. She, as might be naturally expected, got but one step in promotion after her first examination as a teacher; nevertheless, she conducts her school extremely well, far better the clerk of the union (who is a Protestant) thinks, than her predecessor.

In conclusion, I beg to say that this and the other convent schools I superintend, have produced the best teachers in my district.

(signed) *Edward Sheehy*, District Inspector
4 June 1864. (Roman Catholic).

County Cork, Roll No. 4630.

Mallow Convent National School.

Name of Order, Institute, or Community:—The Sisters of Mercy.

Visited 25 and 27 May 1864.—Manager, Rev. John McCarthy, P.P., Mallow.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
393	234	82	42	94	62	32	312
Average Age		7·4	9·5	10·2	11·1	13·9	10

Answers to Queries.

1. (*a*).—Satisfactory.

1. (*b*).—Of a very fair order.

2.—Efficient.

3.—Owing to the school being at a distance of about one half mile from the centre of Mallow, the attendance of the greater number of the children is very irregular, more especially during the winter season. Notwithstanding this serious drawback, I find the progress of the children generally to be, with some few exceptions, very fairly in keeping with the requirements of the programme. The system adopted by the ladies of the convent is well calculated to enlist the children's affections.

4.—Nearly one-third, or $\frac{1008}{310}$.

5.—None taught.

6.—The children are taught needlework in all its branches. Chief attention is given to plain sewing and knitting, with favourable results.

7.—The pupils are respectful in demeanour, and distinguishable for personal habits of cleanliness. Though at times I observe a slight tendency towards copying from each other, yet they will, most of them, admit the error rather than tell an untruth.

8.—In the female school, from 10 till 10.5, from 12 till 12.5, and from 2.30 to 3.15 o'clock upon Monday, Tuesday, Wednesday, Thursday, and Friday; the advanced classes on Friday, from 10 till 10.35 o'clock. In the infant school, from 10.15 till 10.45, from 12 till 12.5, and from 2.30 to 3 o'clock; all of which arrangements are scrupulously adhered to.

9. (*a*).—Of a fair order.

9. (*b*).—They render valuable assistance in the working of the school, and also in keeping the school accounts.

9. (*c*).—2½ hours daily instruction in the school, and half hour special instruction.

9. (*d*).—Of a fair order.

10.—Strictly observant.

11. (*a*).—More than adequate.

11. (*b*).—Healthful and convenient.

11. (*c*).—899*l.* 14*s.* 6*d.*

12.—Adequate, 169*l.* 18*s.* 2*d.*

13.—In or about 80 children, who from poverty and apathy of the parents would never have entered a school, have, under the persuasive influence of the ladies of the convent, who from time to time visit them at their homes, been induced to attend this school, and thus been brought within the pale of instruction. Of these, some have attained to the rank of paid monitor, and others even that of teacher, whilst many of them have attained to respectable service.

14.—In or about 19 years ago, a female school, under the national system, was carried on at Mallow under the management of the then parish priest, and which subsequently merged into this school. There are no lay female schools within a distance of four miles at least from the convent.

15. A.—Ranks favourably with some of the first-class schools of the district.

15. B.—There are no infant schools in this district, save those in connexion with the convents.

15. C.—None taught.

15. D.—Ample facilities are afforded.

15. E.—Above most of the girls' schools of the district.

15. F.—Satisfactory.

15. G.—More strictly observant than some of the ordinary schools.

15. H.—Superior.

15. H.—Superior.
15. I.—Superior.
15. K.—Much superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	1	2	1	1

17.—Favourable.

18.—Of the pupils who have been educated at this school, 14 became national teachers, 13 of them paid monitors, four of them work-mistresses, and five of them ordinary teachers; and many have attained to a position in life much beyond their early anticipations. The school may be justly regarded as a great boon to the poorer classes of Mallow and its vicinity.

(signed) *James Mac Lochlin*, 2d Class Inspector.
28 May 1864. (Established Church.)

County Cork, Roll No. 512.

MIDLETON CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 27 and 30 May 1864.—Manager, Rev. John Fitzpatrick, Middleton.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
834	502	133	115	106	39	67	460*
Average Age - - -		6·2	9·8	11·4	11·4	15	10

* The attendance was unusually small, as the day previous was a Roman Catholic holiday, and the day following a Saturday.

Answer to Queries.

1. (*a*).—Thirty of the nuns teach in this school. Five give instruction in the industrial branches, and 25 in the literary. Besides there are eight monitresses, who, after being taught themselves, assist in teaching the pupils. I need scarcely say that even with so large an average attendance as this school commands, the teaching power is quite adequate.

1. (*b*).—The ladies in charge of this school have been educated in the most respectable convent and private schools, and after their reception have been trained up inside the convent in school management and class-teaching by the older and more experienced members of the community. They have been obliged to study not alone the Board's publications, but other educational works, of which there is a good supply in the convent. And before they get charge of classes suited to their respective capacities, they are instructed both by precept and example, as to the method of teaching their classes.

2.—Trained up in this way, they assist in conducting the school with the greatest success, as the highly satisfactory answering of the pupils fully attests. The reading, spelling, explanation, and writing of the children, are very good, and their answering on grammar, geography, and elementary astronomy (in the case of head class) is most creditable, whilst their proficiency in dictation and arithmetic is very superior.

3.—For their grade in the school classification, the infant pupils acquitted themselves at my special and ordinary examinations, as well as those in the higher classes, and for the simple reason that the nuns are as attentive to them as they are to the oldest and most grown of the girls. Indeed, it is due to the ladies to state that their relation towards the girls in general, and to the infants in particular, is quite parental. Nor does this connexion cease on the pupils finally leaving the school, for they come regularly to visit the nuns, and communicate with them on the advisability of any step in life which they contemplate taking. I need hardly say that physical punishment is never resorted to in convent schools, order and discipline in them being maintained by moral persuasion and tact in governing the youthful mind.

4.—From the average ages given, it will be seen that all (with a few exceptions) 14 years or more are in the fourth class, and therefore that all leaving school at that age are in third and fourth classes.

5.—Drawing has not been taught in this school; but some 10 or 11 months ago Hullah's

system of vocal music was introduced by Miss E. M'Kenna, who is paid by the Board for teaching singing in the national schools in and about Cork. She gives one lesson a week to the senior girls, and a few of the nuns give two lessons. Considering that in a country town like Middleton there are few opportunities for girls hearing good music, the pupils of the singing class have made very good progress. They answer very well on scales, notes, intervals, time, &c., and can sol-fa and sing in parts most of the pieces in Hullah's Manual.

6.—In the needlework (plain and fancy) the girls of the school have attained the highest skill and proficiency, in proof of which I mention, that the nuns who superintend and direct it have received orders at various times from the Countess of Shannon, Countess of Cork, Lady Fermoy, the late Mrs. Brady (wife of the Lord Chancellor), the Hon. Mrs. Col. Westenra, &c.: the last named lady was so much pleased with the style of the work, that she got orders from her friends for over 1,000 *l.* worth. The specimens of plain work, embroidery, and Berlin work which I saw on the occasion of my special inspection of the school were of the most exquisite kind, some excelling French work, and others strongly reminding one of the famous Gobelin manufactures. The annual profits arising from the sale of the work done in the school amounted to 500 *l.*, but now, owing to the introduction of sewing machines, they seldom exceed 100 *l.*

7.—The moral training of the children, as seen in their manner and habits, is very satisfactory. Order, cleanliness, obedience to orders, and kindness towards one another on the part of the children are enforced by the nuns. Indeed the moral and religious education in convent schools excels, I might say, without exception, that afforded by other schools.

8.—Whilst complying with the Board's rules with regard to the number of hours to be devoted to secular instruction, the nuns spend a considerable time in giving religious instruction every day, and thus produce those satisfactory results to which I have just referred.

9. (*a*).—I cannot speak too highly of the acquirements of the monitresses of this school. They read amirably, parse prose and poetry with correctness and intelligence. Can work difficult questions, not alone in simple and compound rules of arithmetic, but also in proportion, fractions, decimals, practice, interest, profit and loss, partnership, discount, &c.; have a very fair knowledge of the Board's lesson books; answer well on local and mathematical geography; and are familiar with the rules of spelling, and with the Latin and Greek roots, from which we derive a large number of English words.

9. (*b*).—Each has charge of a class, to which she teaches all the subjects prescribed in the Board's programme for that class. And here I am bound to say, that from their method of teaching and examining, as well as from the answering of the pupils of the respective classes, I have every reason to believe that their future career as teachers under the Board, will be as successful at least as that of the other six monitresses of this school, who, within the last three or four years have distinguished themselves by their answering at the public examinations of teachers, and their efficiency in the schools to which they have been appointed.

9. (*c*).—The monitresses are taught by one of the nuns from $8\frac{3}{4}$ to $10\frac{1}{2}$ o'clock every morning, and on Saturday they are examined (in writing) on the subjects they go over during the preceding five days. Their answers are marked and preserved for my inspection, so that I may know the rate of progress from one visit to another. Of their exercises, I am able to report very favourably as regards quantity and quality, and can state that the monitresses appear to be familiar with the subjects to which they refer.

9. (*d*).—It is therefore only reasonable to expect that their answering at the annual examination of monitresses should be very superior, as it indeed has been. At the last examination held in July 1863, three of the four monitresses from this school, who attended it, did not miss a single question out of 31 rounds given at the oral part, and the other missed but two, although the questions I gave on the occasion were as difficult as those I am accustomed to give the teachers at their yearly examination. In fact, their answering was as good as that of first-class teachers. In my report for 1863, I gave a table showing the results of the female teachers' examination held by the head inspector and myself in January last, from which it appears that a former monitress of this school, who had just been eight months in charge of the Carrigtuohill Female National School, answered better than any of the other 17 teachers examined with her, though several of these latter were trained by the Professors within the last few years, and though some, from length of service, &c., were aspiring to first-class.

10.—The rules of the Board are carefully observed in this school, and the division of time laid down in the time table is strictly adhered to. I think this circumstance in itself, irrespective of the great good done by the school, ought to be sufficient to warrant the Commissioners in continuing their grant to the school. Were the managers of the Church Education Schools to comply with the conditions prescribed by the Board as to secular and religious instruction, I have no doubt that they would obtain a grant for their schools too.

11. (*a*.)—The school-house is a large splendid building, has two storeys, and contains six rooms, each of which is well lighted and ventilated, and is kept neat and orderly. The six can accommodate 930 pupils, or 400 more than the average attendance.

11. (*c*).—The building and furnishing cost 1,200 *l.*

12.—There is an ample supply of about 40 *l.* worth, including 13 *l.* worth presented by that truly benevolent gentleman, Vere Foster, Esq.

13.—The poor as well as the respectable children of Middleton, and of the country for three or four miles round it, attend this school, otherwise the average would not be so large as it has been. In the two male national schools, which are quite convenient to the convent school, and which are under a very active and zealous manager, their combined averages do not come within 300 of the average attendance of this school, whereas in Carrigtuohill,

Carrigtuohill, the next town to Middleton, the attendance in the male national school is much larger than in the female, thus showing that convent schools bring a larger number, and chiefly of the poorer classes under the influence of education, than other schools do. Indeed I should mention that girls come seven or eight miles by railway to the Middleton Convent School.

14.—The popularity of this school is so great that a couple of attempts to establish female schools in Middleton for the respectable children were unsuccessful, even though some of the Roman Catholic clergy were favourable to them.

I believe myself that the success achieved by the school is owing entirely to the efforts of the nuns in trying to improve their pupils, and that no external influence has been used to increase their number.

15. A.—In reading, writing, dictation, grammar, geography, and explanation it is superior to them, but in arithmetic a few equal it.

15. B.—It excels them all.

15. C.—Drawing, as I before mentioned, is not taught in it, but in singing it is excelled by one only of the ordinary girls' schools.

15. D.—Infinitely superior to them in this respect.

15. E.—Superior to all of them.

15. F.—Ditto.

15. G.—Just the same as in the other schools.

15. H.—Much better than in the other girls' schools. The rooms are lofty, lightsome, airy, and are extremely clean, neat, and orderly.

15. I.—There is a much larger supply in this than in the ordinary schools.

15. K.—No better evidence could be adduced of the attractive influence of the school than the extremely large number of pupils attending it.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - (Each of these inspections lasted in general 2 days.)	2	2	2	2
Incidental visits - - -	I kept no account of these visits.			

17.—The observations, as might be naturally expected from what I have stated in the other pages of this report, were very favourable, and the hints thrown out from time to time as to the method of teaching particular subjects were carefully attended to. So far from considering the inspection of the school an annoyance, I have to assure the Commissioners that the nuns would be only too happy to have their pupils examined more frequently than they have been.

18.—Were it not for this school several of the ordinary female schools of my district would be very ill off for competent teachers. Not to mention the many teachers appointed from this school before it came under my superintendence, I am able to state, of my own knowledge, that within the last three or four years six of my best teachers were appointed from among its monitresses. All of these conduct their schools to the entire satisfaction of their managers and myself, and all obtained first division of third class at their first examination as teachers, which is the highest class, under the circumstances, they could get. If their answering alone, irrespective of their short time under the Board, were to determine their class, some should get first class and the others second. One of these now teaches in the Dunmanway Model School.

(signed) *Edward Sheehy*, District Inspector.
(Roman Catholic.)

1 June 1864.

County Cork, Roll No. 2278.

MILL-STREET CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation.

Visited 25 and 27 May 1864.—Manager, Rev. John Doherty, Mill-street, Cork.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils Present on days of Special Inspection in											
		First Class.		Second Class.		Sequels.		Third Class.		Fourth and Higher Classes.		Total.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
446	201	36	55	5	42	3	45	–	10	–	5	44	157
Average Age - - -		5·6	5·0	6·2	9·5	8·6	11·5	–	14·7	–	16	6	9·1

Answers to Queries.

1. (*a*).—Hardly adequate. Of the seven nuns that form the community, four only are generally available; others incapacitated from age and delicate health.

1. (*b*). Acquirements respectable. Method fair. Organizing skill only moderate.

2.—Course of instruction as regards the senior classes satisfactory; as regards the junior only moderate.

3.—Infant pupils are treated with much kindness, and the discipline is very fair; instruction somewhat defective.

4.—From January 1857 to January 1864, 799 pupils or thereabouts (ascertained from a minute examination of school register), finally ceased to attend the school. Of these—

133 were in 3d book of lessons.
19 were in 4th book of lessons.
20 were in 5th book of lessons.

172. Proportion per cent. that attained satisfactory degree of education, 21·5.

5.—None; not taught to any appreciable extent. Some of the pupils learn some airs by ear.

6.—Proficiency of the pupils very fair. Amount of work sold for last five years, 20 *l.* 17 *s.* 4 *d.*, besides a considerable quantity of work done for the use of the pupils themselves.

7.—Satisfactory. Pupils are orderly, well-conducted, and cleanly in person and dress.

8.—Religious instruction is given each day (except Saturday) from 2 o'clock to 3 o'clock, and from 12 o'clock to 12.30 o'clock. On ordinary occasions the religious exercises last only five or six minutes at 12 o'clock. On Saturday religious instruction is given from 10 to 11 o'clock. These arrangements are specified on time-table, and observed.

9. (*a*).—Two monitors now employed; there were four up to March 1864. Their acquirements are good.

9. (*b*).—Satisfactory.

9. (*c*).—They are usually taught from 9 o'clock to 10 o'clock, also during a part of school hours, and again for one hour when the school business is finished.

9. (*d*).—Satisfactory. Premiums have been awarded to the nuns for their respectable answering.

10.—So far as I can ascertain, the Board's rules are observed.

11. (*a*).—Quite sufficient. Amount of accommodation in three class-rooms (2,001 feet); would give for the present attendance 10 square feet for each pupil.

11. (*b*).—Very satisfactory.

11. (*c*).—Cannot now be ascertained. Originally built by Right Rev. Dr. Egan, Roman Catholic Bishop; afterwards fitted up by the nuns at an expenditure of 70 *l.*

12.—Very good supply. The yearly average expense since 1858 amounts to 8 *l.* 13 *s.* 11 *d.*

13.—Scarcely any appreciable effect at present, beyond the fact of all being taught free; and the ladies of the convent occasionally distributing food and clothing.

14.—This school has had little or no effect on the lay female schools (none within three miles); it was established in 1840 under the Board; and at that time there were no female national schools in the immediate or adjacent localities.

15. A.—I think the course of instruction in this school is superior to that of a third class ordinary female school; equal to a good second class ordinary female school, and inferior to a first class ordinary female school.

15. B.—Equal to a first-class school as to care and management of pupils. Somewhat inferior to a first or second class as regards instruction.

15. C.—Superior in this respect to most ordinary national schools, some of the pupils being taught vocal music by ear. No other branches (extra) taught.

15. D.—Generally superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Hardly equal.

15. H.—Superior.

15. I.—Superior.

15. K.—Equal.

	1860.	1861.	1862.	1863.
16.—Inspections	3	3	2	3
Incidental visits	—	—	1	—

17.—Generally favourable.

18.—I. The effect of this convent school on the education of the district, though limited in extent at present, is on the whole favourable. I am inclined to this opinion for the following reasons: Some of the more advanced pupils of the neighbouring national schools are sent here to improve their manners and complete their education. A fair proportion of the pupils who received, at least, a part of their education at this school, have become teachers or governesses in this or other districts; and some have become nuns.*

II. As

* List prepared by Nuns for Inspector.

Teachers from convent school	28
Governesses	8
Nuns	18

II. As regards its effect on education, as conducted on the system of the National Board, I look on it as unfavourable. Being a convent school, it is practically exclusive, or sectarian in its character, and therefore cannot exhibit mixed education. Again, the ladies of the convent, though possessing respectable acquirements and superior manners, have not been classed at examinations or trained in any model school (one excepted, who has been trained), and hence they cannot be expected to exhibit the most successful methods of teaching. Furthermore, convent schools, in whatever town they are established, generally absorb all the other female national schools. The clergy of the Roman Catholic Church, believing that nuns are better qualified than ordinary teachers to impart a moral and religious education, are naturally anxious to establish them. A convent school will be opened in Macroom during the present summer, and another is in course of erection in Kanturk. When these schools are opened, the existing national schools will, as a matter of course, be discontinued.

(signed) *Thomas K. Strong*, District Inspector.
31 May 1864. (E. C.)

County Cork, Roll No. 8414.

PASSAGE WEST CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 25 May 1864.—Manager, Rev. William O'Connor, Passage West.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
114	38	34	15	–	– –	– –	49
Average Age – – –		5·5	8	–	– –	– –	5·9

Answers to Queries.

1. (*a*).—The teaching power is adequate to the attendance. One of the nuns attends from ten to three o'clock, and two others for an hour or two daily. A smart and zealous monitress assists too in teaching the children, when not under instruction herself.

1. (*b*).—The ladies now in charge of the school seem to be fully qualified for discharging all the duties connected with it. They teach very well, and I have no doubt will shortly improve the school very much, and increase the attendance considerably.

2.—The results of my special examination of the pupils were very fair, except as regards arithmetic, in which 2d class children were backward.

3.—The pupils are, with a few exceptions, very young, and are chiefly of the poorest class. Nevertheless, they are made to come clean and tidy, and are trained into habits of order and obedience by the nuns, who take very great care of them.

4.—This being an infant school, none remain in it till they get into the higher class books, but are drafted to the Female National School, which is convenient to it, as soon as they are advanced in 2d Book.

5.—Drawing is not taught, but singing by ear is, and with very great success, by one of the nuns, who accompanies the children on a harmonium ; and also by the monitress, who is a pupil of Miss M'Kenna's Saturday class.

6.—There is no industrial branch taught on account of the tender age of the pupils.

7.—The children, as I have already stated, appear to have improved in their habits, and in their manners too, although at the opening of the school, a few years ago, one would hardly expect, from their wildness, that they would become docile and tractable.

8.—The arrangements for religious instruction, which are fully observed and marked on time-table, are, that from 12.45 to 1.30 o'clock is devoted to it in the school room.

9. (*a*).—The acquirements of the monitress are very respectable, and are at least equal to those of 3d class teachers.

9. (*b*).—Her efficiency in the school has been very fair. During the illness of the nuns who last had charge of it, she was obliged to teach all the classes ; in fact, to conduct the school herself.

9. (*c*).—She is taught from 10 to 11 o'clock daily by one of the nuns, whilst two others are instructing the children; and occasionally she writes exercises on the subjects prescribed for her, so as to prepare her for her yearly examination.

9. (*d*).—At the last of these examinations, held in July 1863, she answered very well at the written part, and exceedingly well at the oral part, missing only three out of 31 rounds of difficult questions.

10.—The Board's rules are observed by the nuns, as well as they are by the teachers of the ordinary national schools.

11. (*a*).—The school room is capable of accommodating 115 pupils, or nearly three times the number in daily attendance.

11. (*b*).—The school room is high and airy, and attached to it is a play ground, in which the children recreate themselves in the middle of the day.

11. (*c*).—The building and furnishing of the school, the manager told me, cost 140*l*.

12.—It is very well supplied with charts, maps, cabinet of objects, &c., which were given a few years ago as a free stock.

13.—A larger number of children attend this and the Passage West Female School than used to attend the latter before the former was established. The gain in the number of national school pupils has been about 18, and would have been considerably larger if the ladies who had charge until lately were more experienced in school management; under the present nuns, I expect a considerable increase.

14.—It has taken the young children from the Passage West Female School, and has relieved the teacher of it of the very great trouble she had in trying to keep them quiet and orderly. It was the manager's wish that the infants should attend this convent school, and the older girls the Female National School.

15. A.—In the ordinary school branches, its efficiency does not rank higher than that of 3d class schools.

15. B.—The nuns are very kind to the children, and take more care of them than the teachers of ordinary schools do of their infant pupils.

15. C.—The singing, as I have already mentioned, is very successfully taught, much more so than (with a few exceptions) it is in girls' schools; but drawing is not taught to any of the children.

15. D.—Neither is there any instruction in needlework given, as the children are too young.

15. E.—The moral and religious training of the children is better than in ordinary female schools, as it is a matter of primary importance with the nuns.

15. F.—Ditto.

15. G.—The rules of the Board are just as well attended to as in the common national schools.

15. H.—As regards school room accommodation and supply of educational apparatus, it is superior to nearly all of them.

15. I.—Ditto.

15. K.—The cheerfulness of the school, the quiet and kindly disposition of the nuns, and the confidence which the parents repose in them, are the chief features of attraction to the children of the poor.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	Opened in the end of this year.	2	2	3
Incidental visits - -	There is no record of them.			

17.—The answering of the pupils at the various inspections was, on the whole, pretty fair; at last inspection it was inferior to that of ordinary schools, owing, in a great measure, to the absence of the nuns for several weeks, on account of illness.

18.—This convent school has been more recently established than any of the others in my district, and is under a community which is very small, and which has many other charitable duties to discharge besides instructing the poor and the ignorant; hence it is that I have not been able to report as favourably of it as I have of them; however, I expect that when the convent buildings shall have been finished, and the nuns increased in number, the school will be greatly improved, and will command double its present attendance without interfering with the Passage West Female National School. Indeed I perceived, at my special inspection, very fair progress on the part of the pupils, though the last and the least satisfactory of my ordinary inspections took place only a few weeks before it.

Edward Sheehy, District Inspector.
(Roman Catholic.)

June 1864.

County Cork, Roll No. 6376.

QUEENSTOWN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 25 and 31 May 1864.—Manager, Rev. James Rice, Queenstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
781	345	134	109	105	49	27	424
Average Age - - -		6·6	9·5	11·1	12·6	14·3	9·6

Answers to Queries.

1. (*a*).—Adequate. Ten of the nuns teach during the school hours; and five very good monitresses, until lately, and three up to the present time, have assisted them for about three hours a day.

1. (*b*).—Judging from the answering of the children, which was very good, and from the nuns' method of teaching, which is judicious and skilful, I consider the latter very competent to instruct the classes in the subjects prescribed for them.

2.—The results of my special examination, like those of my ordinary examinations, were in general very good. The reading of the classes was good; writing extremely good, and neat; spelling, explanation, grammar, and geography very fair or good; and arithmetic very fair in some classes, and good in others.

3.—The infant pupils are as carefully attended to as the other, and for their years evince considerable proficiency. For want of a gallery the infant-school system is not fully carried out.

4.—Since April 1863, 44 girls of the age of 14 years, and higher, left the school and did not return; three of these were in second class, 17 in sequel, 12 in third, and 12 in fourth.

5.—Hullah's system of vocal music was introduced a few years ago by Miss M'Kenna, who is paid by the Board for teaching it. The progress made by the pupils and monitresses since has been very satisfactory. Two of the latter, and a large number of the former, can answer very fairly in Hullah's Manual, and can sing very well, not only the solfeggi and songs (in parts) which it contains, but also glees, madrigals, and Irish melodies, arranged for their voices.

6.—The more advanced girls are taught knitting, and different kinds of plain work, such as shirtmaking, dressmaking, and patchwork. The specimens I saw with them appeared to be very well done.

7.—The habits and manners of the girls attending this school have, no doubt, been very much improved by the example and suggestions of the ladies placed over them. The former are neat, clean, tidy, and very orderly, and obey with great alacrity the orders of the latter.

8.—From two to three o'clock on Monday, Wednesday, and Friday, and from 11¾ to 12½ o'clock on the other days, are devoted to religious instruction. These hours are marked on the time-table of the school, and are the ones which, for some time, have been the most convenient for religious instruction. This arrangement is fully observed.

9. (*a*).—At my special inspection the monitresses answered, as usual, extremely well, as well, indeed, as second or first class teachers. Their exercises on various subjects (such as grammar, geography, lesson-books, arithmetic, &c.) were very good, and exceedingly clean and neat. I did not see any maps with them this time; but, at many of my former inspections they had a good many, which, as the Commissioners must have perceived from the specimens sent to the office, were executed with the greatest taste and correctness.

9. (*b*).—I examined some of the classes taught by the monitresses, and heard themselves question on a few subjects; and my opinion is, that they are as efficient and as skilful as teachers getting three times their salary from the Board.

9. (*c*).—They get special instruction in the morning, from 9½ to 10½ o'clock, and on Saturday they spend three hours writing these exercises, above referred to. As in the other convent schools, their exercises are marked by the nuns, and are preserved for my inspection.

9. (*d*).—At the last annual examination of paid monitresses, the four from this school acquitted themselves most satisfactorily; three missed but one question each, and the other

missed none out of 31 rounds given at the oral part. Scarcely a teacher in my district would answer as well as they did.

10.—They are very well observed in this school.

11. (*a*).—The accommodation is not sufficient in this school for the number attending, it but is to be enlarged this year.

11. (*b*).—The schoolrooms are, however, very healthy, as they are clean, high, well lighted, and well ventilated—a model in these respects for other schools.

11. (*c*).—The expense incurred in the building and furnishing of the school-house is estimated at 500 *l.*, and as much more is about being laid out in enlarging it.

12.—The school is well supplied with maps, charts, black-boards, tablets, &c., and the children are provided with books, and those writing with paper. During the last six years 122 *l.* 15 *s.* 4 *d.* worth was procured from the Apparatus and Book Departments.

13.—Most of the children attending this school are of the poorest class, in fact those for whom the national system was chiefly intended, and yet they are made to come clean and tidy, and to be very orderly in class.

14.—There is no ordinary female school in Queenstown which it can affect, nor has there been once since 1850. Curiously enough, the average attendance in this school during the year 1863, and the combined averages of the two male schools (within a few perches of it) for the same year, were precisely equal. This, however, would not be the case if the nuns had nearly the accommodation for the children that there is in the male school, as they were obliged to refuse admission to several. I have no doubt that, when the school shall have been enlarged, 200 more of girls than boys will be found in the Queenstown National Schools.

15. A.—In reading and writing, this school excels the ordinary national schools under first-class teachers, and in the other branches it equals them.

15. B.—More care is bestowed on the moral and intellectual training of the infant pupils than in the ordinary girl's schools.

15. C.—Owing to the zealous co-operation of the nuns, Miss M'Kenna has been enabled to produce the most satisfactory results as regards vocal music in this school. One of the monitresses, who was partly taught by the nuns and partly by Miss M'Kenna, got up a singing class of her own in the second and sequel book school, and taught it almost as well as Miss M'Kenna herself; and another, instructed in the same way, gave a repetition of Miss M'Kenna's weekly lesson. Both of these monitresses are well qualified to teach Hullah's system of vocal music in any national school to which they may be appointed. Drawing of maps has been taught by the nuns, with the greatest success, to the monitresses and some of the girls in head class. As regards these two branches, but particularly the former, this school is superior to the ordinary female national schools.

15. D.—Industrial instruction is receiving as much attention in this as in the ordinary schools, and will receive much more when the school is enlarged.

15. E.—Superior to that in the other schools.

15. F.—Ditto.

15. G.—The Board's rules are as well observed in this as in any national school.

15. H.—The accommodation, as before-mentioned, is inadequate to the attendance; but this defect will soon be remedied, in the enlarging of the school.

15. I.—It is better supplied with apparatus than are the ordinary schools.

15. K.—The nuns, by their manner, their kindness, and their zeal for the improvement of the pupils, have produced a great desire on the part of the parents to send their children to this school. Next year, when there will be accommodation, the attendance I have no doubt will rise to 600.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	3
Incidental visits - - -	No account kept of them.			

17.—The general character of the results of each examination, as recorded in the Observation Book of the school, has been satisfactory.

18.—There is no doubt that this convent school has improved the education of the people of Queenstown, and has brought within its walls a much larger number than could be got to attend an ordinary girls' school, were one established in its place. A monitress who had served her apprenticeship in this school, has now the principal charge of the Cork Union National School, which she conducts to my entire satisfaction. At each of her examinations since she became a teacher she has got two steps of promotion, on account of her efficiency in her school, and her clever and intelligent answering. And there are two others, who have just completed their fifth year's monitorship, that are fully qualified in every respect to have charge of the highest and most important school under the Board. So anxious is the manager to retain their services, and to avail himself of their musical qualifications in his chapel on Sundays, &c., that he is going to build a female school a few miles east of Queenstown, to which he intends appointing them as teachers. For my part, I can only say that so satisfied am I as to their qualifications, that were the best schools in my district vacant, I should not hesitate one moment in recommending them for them.

(signed) *Edward Sheehy*, District Inspector.
(Roman Catholic).

8 June 1864.

County Cork, Roll No. 6153.

St. Finbar's Convent National School.

Name of Order, Institute, or Community:—Presentation Nuns.

Visited 7, 8 and 9 June 1864.—Manager, Very Rev. Dean Murphy, Cork.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
2,575	603	434	91	104	81	120	830
Average Age - - -		5·4	9·2	10·5	12·8	19·9	—

Answers to Queries.

1. (*a*).—Twenty nuns teach during the school hours, and 2 others occasionally, and eight monitresses assist from 10½ to 3 o'clock each day. I need scarcely state therefore, that the teaching power is adequate to the attendance.

1. (*b*).—Nearly all the ladies that teach were educated in the best Catholic schools. One, however, was educated in a national school, another in a convent national school, and a third was teaching in a national school. The last but one referred to is the best infant-school teacher I have ever met.

2.—The results of my special examination, which extended over three days, were in general very fair or good, and the junior classes for their grades answered quite as well as the senior.

3.—Indeed, the infant school is quite a model school in its way. I never saw such order, such precision in their gallery exercises, and altogether such training of young children as I witnessed in it, although the room is quite too small for the number attending. They sing a variety of school-songs in good time, and with great earnestness; and they answer extremely well in natural history prints, geography, ball-frame exercises (including addition and multiplication table), numeration of even hundreds of thousands, and in addition.

4.—Of the 115 girls 13 years of age and higher that have left school since June 1863 and did not return, 13 were in first class, 10 in second, eight in sequel, 31 in third, and 53 in fourth.

5.—Music is taught for two hours every week by Miss M'Kenna, and with very good results. The monitresses and their class-girls sing glees, rounds, Irish melodies, &c., in parts, with great taste and correctness.

6.—Plain work is taught to the girls of the advanced classes for about one hour every day. The specimens of it that I saw in their hands appear to be very well done.

7.—Great care is bestowed on the moral training of the pupils, not alone in their conduct in school, but their demeanour in the street, if reported unfavourably of, is commented upon by the nuns. Order and cleanliness are strictly enforced.

8.—Religious instruction is given by the nuns in the school-rooms from 11.5 to 12.5 and from 2.10 to 2.30 as well, on five days. This arrangement is notified on the time-table, and is strictly adhered to.

9. (*a*).—At my special inspection the monitresses did not answer as well on mathematical geography, and some of the rules of arithmetic, as they did on other occasions. However, their attainments are much higher than what is required by the Board's programme.

9. (*b*).—As junior instructors they are very good; they prepare the lessons they have to teach, can answer well in them themselves, and teach them with considerable skill and effect.

9. (*c*).—They are instructed by one of the nuns from 9.30 to 10.25 o'clock on five days, and from 10 to 12 on Saturday. After getting half-a-dozen lessons on the subject of grammar, geography, lesson-books, arithmetic, &c., they are required to answer, in writing, a series of questions in them in order to test their progress, and to prepare them for the written portion of their annual examination. I have seen their exercises, and have been pleased with the careful manner in which they are written out, and with the style of the answering.

9. (*d*).—The results of the last annual examination, held in July 1863, were very good, both as regards the written and oral.

10.—The Board's rules are carefully attended to.

11. (*a*).—The seven school-rooms can accommodate 720 pupils, which is much larger than the average attendance, but not so large as the attendance on some days.

11. (*b*).—The rooms are all convenient and healthy, and they are well lighted and ventilated. The infant school is rather crowded, but a larger one will soon be provided.

11. *c*).—The estimate of the expense of building and furnishing the school is 3,300*l*.

12.—There is a good supply of maps, charts, ball-frames, black-boards, books, &c. The amount purchased since 1860 is 57*l*. 2*s*.

13.—The school is attended by children who are not able to pay school-fees, and by some who can, but who are not asked for any. No doubt many of the former class attend this school that would not attend an ordinary national school; and as several of these are obliged to act as messengers and do other things to support themselves, their attendance is irregular and their progress slow.

14.—It rather improves than injures the SS. Peter and Paul Female 1 and 2 National Schools: for if the parents of the pupils find that their children are not advancing, they change them from the latter to the former, as they did when these schools were not as well conducted as they are now; and this stimulates the teacher to greater exertion, in order to retain her pupils, particularly when they pay school-fees.

15. A.—I believe the school, in point of efficiency, is above the average of ordinary national schools. The reading, grammar, geography, and writing are superior, and the arithmetic perhaps equal to what is to be met with in them.

15. B.—As to the care of the infant pupils, this school is greatly superior to any of them.

15. C.—In singing, too, the girls of head class and monitresses excel those of the ordinary schools.

15. D.—Needlework is taught as well as in any of them, and, with a few exceptions, to as large a proportion of the gross attendance.

15. E.—Superior to any of them in these respects.

15. F.—Ditto.

15. G.—They are quite as well observed in this school as in any other national school.

15. H.—At some periods, even at the present time, the accommodation is not adequate to the attendance, but the manager intends enlarging the school this year. In this respect it is inferior to most of the ordinary schools of my district.

15. I.—It is, with a couple of exceptions, better supplied with apparatus than they are.

15. K.—The moral training of the school, the attention to cleanliness and tidiness, the care bestowed on the religious instruction of the pupils, and the progress in literary subjects are, I believe, the great features of attraction in this convent school, and are the cause of the large attendance.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	2
Incidental visits - - - -	There has been no account kept of them.			

17.—The record of the pupils' answering at each inspection was in general of a favourable character, and indicated continued progress, and that of the order, discipline, cleanliness, supply of books, and industrial instruction was very satisfactory.

18.—I have often spoken to teachers about the excellence of the infant department of this school, and got some who were just appointed to schools to visit it, and learn practically the best method of maintaining order and discipline even amongst the youngest children, and of teaching tables, numeration, simple rules of arithmetic, geography, and reading to them. In this way it has operated beneficially on other schools; besides, it has supplied in a few years from among its monitresses four good teachers. Three of them are in the first division of the third class, which two of them got at their first examination; and the fourth, who has not been examined yet as a teacher, having been appointed but a few months ago, is not classed. The last referred to, and two of the others, are assistants in my district, and have charge of particular classes, which they teach as well as, and, in one instance, better than, the principals do theirs. Moreover, I believe that the moral training they receive in the convent school made them honest and conscientious in the discharge of their duties.

(signed) *Edward Sheehy*, District Inspector.
(Roman Catholic.)

13 June 1864.

County Cork, Roll No. 6528.

St. Joseph's Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 10 June 1864.—Manager, Superioress of Convent of Mercy, Cork.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
1,329	416	159	70	79	40	20	368
Average Age - - -		6·2	10·3	10·4	11·9	13·5	—

Answers to Queries.

1. (*a.*)—Scarcely adequate; six nuns and five very zealous and clever monitresses teach in this school.

1. (*b.*)—All the nuns, except one, were educated in the best Catholic schools, and she was educated in and had charge of a National School. They appear from the results of my special examination, to be conducting the school very fairly.

2.—The answering of the classes, and their proficiency in reading and writing were very respectable, and as satisfactory at least as at any of my former examinations.

3.—There is a want of system in the Infant Department of this school, for too many are at reading and spelling lessons at the same time, and the consequence is, that the classes are too close to one another for business to proceed without interruption. However, the drafts I examined on spelling, reading, and explanation, did very well; and all answered very fairly on geography, tables, and numeration, and sang several of their songs tolerably well.

4.—Since June 1863, 15 girls of 14 years of age and more, left this school, and did not return; three of these were in first class, two in second, eight in sequel, one in third, and one in fourth.

5.—Singing is taught two hours a week, by Miss McKenna and one of the monitresses, and with excellent results.

6.—Plain and fancy work and knitting are taught two hours in the week to fifth, fourth, third, and a portion of sequel classes. The specimens of the work I saw appeared to me to be very fairly executed.

7.—The moral training of the girls is one of the objects chiefly aimed at by the nuns. They endeavour to make them practise the precepts which they learn from their teaching, and try to improve their habits and manners. Hence it happens, that the pupils are clean, orderly, civil to one another, and respectful to the nuns and visitors.

8.—One hour (12 to 1 o'clock) each day is given to religious instruction. This arrangement is notified on the time table, and is strictly adhered to.

9. (*a.*)—The acquirements of the monitresses are much higher than what is required in their programme, and are equal to those of second or first-class teachers. Indeed, there are several trained teachers in my district that would not answer as well as they do.

9. (*b.*)—Each has charge of a particular class, about the answering of which she is extremely anxious, and which I have not the slightest doubt she teaches as well as assistants in other schools do theirs, though these latter are paid double the salary.

9. (*c.*)—They are instructed by one of the nuns from 9·30 to 10 o'clock, on each of five days of the week, and are required to prepare their lessons at home.

9. (*d.*)—Their answering at the annual examination of monitors in July last was extremely good. Two of the three who were obliged to attend missed only a question or two out of 31 rounds given at the oral part; the other, who is very nervous, missed 10, but at the written part, she did extremely well, answering out of 20 questions 16 satisfactorily, and four slightly imperfectly.

10.—They are very well observed in this school.

11. (*a.*)—This is a fine new school-house, containing four large rooms, which are capable of accommodating 580 pupils, or 160 more than the average in attendance.

11. (*b.*)—Each room is very convenient for teaching purposes, being nearly square, and is lightsome and well ventilated.

11. (*c.*)—Owing to the absence from Cork of the Superioress of the Convent, I could not ascertain the expense of building and furnishing, but in saying that both must have cost 1,200 *l.*, I am considerably under the mark.

12.—There is a very good supply of maps, charts, blackboards, &c.; and the amount of books got since 1861 is 30 *l.* 13 *s.* 4 *d.*

13.—Like the convent schools in large towns and cities it has brought under the influence of instruction a large number of the poor children, who, from want of means, would be excluded from the ordinary schools.

14.—I believe it acts and is re-acted upon very beneficially by the S S. Peter and Paul's Female National Schools, which are under the management of a very zealous young clergyman. When the children whose parents can afford to pay school-fees are not satisfied with one, they go to the other, and by this means a wholesome rivalry is produced between them, not from the nuns desiring to increase their school-fees, for I may say they receive none, but from their anxiety to educate as many as possible.

15. A.—In point of efficiency, as regards the ordinary branches of instruction, it is superior to girls' schools in general.

15. B.—The infant school system is not fully developed in this school yet, but, nevertheless, I think the young children are as much cared for as in the ordinary female schools.

15. C.—Drawing is not taught, but, in singing, none of these schools are equal to it.

15. D.—It was only very recently that needlework was introduced into this school, and being in its infancy, the school cannot compete in this respect with several of the other schools.

15. E.—Superior to them.

15. F.—Ditto.

15. G.—They are as well attended to in this school as in any of the ordinary national schools.

15. H.—The accommodation afforded in each school-room is ample for the attendance, and is better than that in the common run of girls' schools.

15. I.—Better supplied with apparatus than these schools.

15. K.—Superior to all of them, as one object of the nuns is to teach the poor, whereas that of ordinary teachers is to teach those who can pay.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	2	2	3	2
Incidental visits - -	No record of them kept.			

17.—The character of the girls' answering at these inspections, as recorded in the Observation Book, has been pretty fair, or much the same as that of average schools. Latterly, however, the answering has improved very considerably, and is likely to be even better at future examinations.

18.—The smallness of the number of nuns teaching in this school may be accounted for by the many duties the community has to discharge in the city of Cork, in connection with the sick and the poor; and also by the fact, that it has recently sent some of its members to found a convent at Templemore.

A monitor from this school was appointed assistant in a National School about a year and a half ago, and at her first examination as a teacher highly distinguished herself, and got first division of third class. In literary attainments and efficiency as a teacher she is superior to her principal, who has been trained and placed in second class.

(signed) *Edward Sheehy*, District Inspector.
(Roman Catholic.)

13 June 1864.

County Cork, Roll No. 8430.

SKIBBEREEN (2) CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30 and 31 May, 1 and 2 June 1864.—Manager, Rev. C. Davies, Skibbereen.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
680	305	142	82	96	26	58	404
Average Age - - -		6·7	8	11·5	12	14·6	9·4

Answers to Queries.

1. (*a*).—There are six Sisters of Mercy in regular attendance during the day, and eight paid monitresses are employed for three hours.

1. (*b*).—As

1. (*b*).)—As far as I can form an opinion, I am perfectly satisfied as to the acquirements, method, and skill of the teachers.

2.—I consider that the classes (with the exception of third) are fairly prepared in the programme of instruction sanctioned by the Board.

3.—Particular attention is given to the management, care, and instruction of the infant pupils.

4.—Sixty-three girls, of 14 years of age, have finally given up attendance at school; of these, 17 were from third class, and 21 from fourth class.

5.—The instruction in music is of a satisfactory character. No other extra branches are taught.

6.—A work-mistress, paid by the Board, has charge of this branch of instruction, and teaches it successfully.

7.—As far as modest behaviour and respectful manners indicate a sound moral training, so far this school is a great success.

8.—From 10 to 10.30, 12 to 12.15, and 2.30 to 3.30, on Monday to Friday inclusive. The arrangements are carefully observed.

9. (*a*).—They are well qualified.

9. (*b*).—The Sisters speak highly of their efficiency, and the assistance they render them.

9. (*c*).—They are obliged to prepare the lessons for their classes, and are instructed in them by one of the Sisters. They also receive special instruction for one hour daily.

9. (*d*).—Satisfactory. At last year's examination all succeeded in obtaining gratuities for their teachers.

10.—I did not observe any violation of the Board's rules.

11. (*a*).—There is accommodation for 773 pupils, allowing six square feet for each pupil.

11. (*b*).—Excellent.

11. (*c*).—£. 1,090 incurred in the building, and 150 *l.* in the furnishing.

12.—Most satisfactory. Expense incurred in providing them, 66 *l.* 19 *s.* 10 *d.*

13.—There are over 100 infants attending the school who would not be intrusted to the care of any other female teachers, and, also, numbers of children who, unable to purchase food and clothes, have been enabled to attend the school through the charities of the Sisters of Mercy.

14.—When the convent school was established, the children of the locality were attracted to it by the superior moral and literary instruction expected, and thus two female schools in Skibbereen ceased to be in operation. I believe that no compulsion was used. There are many girls attending at three mixed schools in the parish, who have not been interfered with in any way.

15. A.—I consider the course of instruction, if not superior, fully equal to that given in any of the ordinary girls' schools.

15. B.—Much more care is taken with the infants than in any ordinary girls' school.

15. C.—Music, drawing, &c., are not taught in any of the ordinary girls' schools.

15. D.—I consider the instruction in this branch superior to that given in the ordinary girls' schools.

15. E.—The girls are better trained in their duties of life than in any ordinary school.

15. F.—There is much more attention given to the religious instruction of the pupils.

15. G.—They are as well observed as in the other schools.

15. H.—Far superior to the accommodation in the ordinary National Schools.

15. I.—Better supplied than the other schools.

15. K.—Except for the charities of the Sisters of Mercy, and the zealous and conscientious discharge of their duties, I believe many children would remain away from school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	—	2	2	3
Incidental visits - - -	—	1	—	1

17.—Favourable.

18.—I have nothing further to add to this report, except that I believe this school, as an educational establishment, has done incalculable good to the town of Skibbereen and to the surrounding district.

(signed) *Philip O'Connell*, District Inspector.
(Roman Catholic).

6 June 1864.

County Cork, Roll No. 3828.

YOUGHAL CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Presentation.

Visited 27 May 1864.—Manager, Rev. T. Murphy, Youghal.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
715	293	135	63	57	14	9	278
Average Age - - -		7	12	10	12	15	—

Answers to Queries.

1. (*a*).—Adequate. 19 members of the community, and 5 senior monitors are employed in teaching.

1. (*b*).—The members of the community who teach have all been educated at convent or private schools. They bring no acquired organizing skill to the discharge of their duties; but the natural talent and skill of some of them are very considerable.

2.—Reading and writing are taught with fair success; grammar with tolerable success; geography and arithmetic with poor success.

3.—The infant pupils are managed, cared for, and instructed in a most judicious and successful manner.

4.—60 per cent.

5.—No extra branches are taught in the school.

6.—This branch is taught with more than ordinary success. The amount received for lace and feather flower work for the year 1863 was 1,033 *l.* 5*s.* 5½ *d.*, the work being entirely executed by and for the benefit of young persons who had attended the school (literary) up to the age of about 16 years.

7.—Satisfactory.

8.—The arrangements for religious instruction are from 9 to 9.10 a.m.; from 11 a.m. to 12.5 p.m. daily; and for 20 minutes after general instruction for Monday, Tuesday, Wednesday, Thursday, and Friday. These arrangements are, I believe, carefully observed.

9. (*a*).—Very fair. Three have since obtained situations in educational establishments.

9. (*b*).—Generally efficient.

9. (*c*).—Extra instruction is afforded them daily by members of the community.

9. (*d*).—Fair. Gratuities were received by the members of the community for the extra teaching of two monitors whose answering was satisfactory; the answering of the others was not so creditable.

10.—I have no reason to suspect that any of the Board's rules are violated.

11. (*a*).—It is nearly sufficient. Extra accommodation is about being provided.

11. (*b*).—The rooms are sufficiently ventilated and lighted. Only one school-room is provided with a fireplace.

11. (*c*).—About 600 *l.*

12.—Supplied. Requisites and apparatus to the amount of 19 *l.* 12*s.* 3*d.* have been provided within the last two years.

13. From inquiries which I have instituted, I conclude that several poor children attend this school who in all probability would otherwise attend no school; for these reasons :—

I. The convent schools obtain a hold upon the affections of the people, which ordinary schools fail to obtain.

II. It becomes a sort of fashion among the people to send their children to the school, the numbers being very large.

III. The gratuitous admissions which are suffered, breakfast to the very poor, and yearly distribution of clothes and provisions.

14.—Only one lay school exists within a circuit of four miles; this school is exclusively attended by children of the Established Church, the average attendance being 12. The Roman Catholic clergy have, I believe, used their influence to cause the people to send their children to this school, and discourage any other schools for the poor in the neighbourhood.

15. A.—The reading and writing of the pupils in this school are generally of a superior character to what I have observed in the ordinary national schools of the district. Arithmetic and geography appear not to be so successfully taught.

15. B.—The

15. B.—The infant pupils in this school are managed and cared for with much more success than in ordinary national schools.

15. C.—No extra branches are taught.

15. D.—Much more successful.

15. E.—I think there is no distinction to be drawn in this case. I have not ascertained that any pupil educated at this school has become ill-conducted; and no case of ill-conduct on the part of other pupils at other national schools has come under my notice since I took charge of the district.

15. F.—Superior.

15. G.—Equally observed.

15. H.—Superior.

15. I.—Superior.

15. K.—More attractive (for reasons assigned in answer to Query 13).

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	2	—	—	—

17.—Generally favourable.

18.—This school appears to have monopolised the entire of the elementary education of the town (Youghal) and country for a circuit of three-and-a-half miles. I apprehend that the district in which it is situated could afford to support three or four other female schools; I cannot, therefore, state that it has added to the recipients of education, or that it has improved the quality of instruction imparted, as its operation, and the influences which surround it, have prevented the establishment of other female schools.

There are two prominent points in the conducting of this school which have served to fix the attention of teachers and conductors of schools—viz., the successful management of the infants, and the very great success attending the industrial work executed in the school.

The school appears to have operated successfully in producing some very efficient teachers: within last ten years—

Seven national teachers. (Three of these are excellent teachers.)
Three private teachers.
Two monitors. At present in situations as instructors in educational establishments.

I am not in a position to state that the general mass of the people apprehend that convent schools are national schools; on the contrary, the greater number believe that the convent schools are of quite a different character, and conducted on different principles from the ordinary national schools. These observations refer entirely to the principle of national education as distinct from the education given under the system.

(signed) *I. G. Fitzgerald*, A. B., T. C. D.,
District Inspector, 2nd Class.
(Roman Catholic.)

2 June 1864.

County Donegal, Roll No. 9278.

MOVILLE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30 May 1864.—Manager, Rev. William Doherty, Moville.

Total Number of Distinct Pupils on Rolls for the Year 1863. *	Number of Pupils in Average Attendance for the Year 1863. *	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
—	—	28	10	5	9	—	52
Average Age - - -		7	9	11	11·8	—	8·6

* This school was taken into connection with the Board in the beginning of 1864.

Answers to Queries.

1. (*a*).—The teaching power is fully equal to the wants of the school. The attendance of pupils is seldom above fifty, for the instruction of whom there are two teachers.

1. (*b*).—The

1. (*b*).—The teachers not having been examined, the extent of their acquirements can only be guessed at; it is equal, I should say, to that of teachers of the second class. Their method of imparting instruction and their organising skill are fairly satisfactory.

2.—Fair.

3.—Fair.

4.—The school having been so short a time in operation, this query hardly applies to it.

5.—There is no special instruction in any of the extra branches. Some of the senior girls are, however, occasionally exercised in singing by ear, and they have learned a few easy songs.

6.—Satisfactory. Most of the children learn either to knit or sew.

7.—Satisfactory. Order and discipline are excellent, and the demeanour of the pupils, their cheerfulness, and ready obedience are all that could be wished for.

8.—Satisfactory. Half an hour daily is given to religious instruction.

9.—No paid monitress has yet been appointed.

10.—Satisfactory.

11. (*a*).—Fully adequate to the attendance.

11. (*b*).—Satisfactory.

11. (*c*).—The school-room being a portion of the convent building, its separate cost cannot easily be estimated; the superioress was not able to give me any information on this point.

12.—Pretty fair. Free stock to the amount of 4 *l.* 11 *s.* has been granted by the Board, and requisites to the amount of 2 *l.* have been purchased.

13.—No effects are yet apparent. The pupils now attending this school were all, before it was opened, attending some of the neighbouring national schools.

14.—One lay female national school, in the village of Moville, has been closed, owing to the children having been withdrawn from it to attend the convent school; the same person was manager of both. Nominally, I understand no restraint was placed upon the children as to which of the schools they should attend; but it was generally understood, I believe, that the convent school was patronised by him, and the other was not.

15. A.—The convent school has been so short a time in operation, that a comparison between it and other girls' schools can hardly be made. It bids fair, I think, to be equal in point of efficiency to the best of them.

15. B.—So for as I have yet seen, it is not inferior to any of the girls' schools in this respect.

15. C.—As no special instruction is given in any extra branch in the convent school, it has no superiority over the ordinary girls' schools in this respect, and to some of them, at least, it is inferior.

15. D.—In a slight degree it is superior.

15. E.—There are only six girls' schools in this district with which to compare this school. To two of them it is equal, and to four it is superior.

15. F.—No point of difference between this and other schools observed.

15. G.—No point of difference observed.

15. H.—No difference between this school and others observed.

15. I.—No difference between this school and others observed.

15. K.—No difference between this school and others observed.

16.—This school was not taken into connexion with the Board till the beginning of 1864.

18.—It has been so short a time in operation, that no estimate of its effects on either can be formed.

(signed) *D. C. Porter*, District Inspector
(Established Church.)

2 June 1864.

County Down, Roll No. 243.

High-street Convent National School.

Name of Order, Institute, or Community:—Sisters of St. Clare.

Visited 24, 25, 31 May 1864.—Manager, Rev. P. O'Neil, Newry.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
774	350	113	66	31	18	21	249
Average Age - - -		5·1	8·2	9·8	10·6	13·1	7·6

Answers to Queries.

1. (*a*).—The teaching power is amply sufficient. The staff consists of 16 of the ladies of the convent, assisted by two lay teachers, one of whom is trained and eight paid monitors.

1. (*b*).—Their acquirements are ladylike, and such as would be expected in persons of their position. Their method of teaching and conducting the school generally is intelligent and effective. Their manner toward the children is most kind and affectionate.

2.—In regard to the more important branches, reading, writing, and arithmetic, considering the large number of junior pupils, and the irregularity of attendance, owing to the poverty of the children, the proficiency is fair. The senior pupils possess a fair knowledge of grammar, geography, and writing from dictation.

3.—The infant pupils are treated with the greatest kindness and tenderness, and are carefully instructed in a course suited to their capacities.

4.—During the past year, of 58 pupils who finally left school, 38, or 65 per cent., left from third and higher classes. Of these 17 were in third, 18 in fourth, and three in fifth classes.

5.—Two hours in each week are devoted to vocal music. Mr. Marshall, organist in the Roman Catholic cathedral, gives instruction one day in each week, and the ladies of the convent on the others. The singing of the pupils and monitresses is remarkably good. No other extra branches taught.

6.—The industrial instruction of the pupils is most carefully attended to, and with most satisfactory results. The specimens of plain and fancy work which I examined were substantially and very neatly executed.

7.—The teachers are most painstaking in the moral training of the pupils, and in forming them to habits of industry, neatness, and tidiness, and to the observance of propriety and decency of deportment.

8.—From 9.30 to 10 o'clock, and from 2 to 3 o'clock each day, are set apart for religious instruction. As far as I can judge, these arrangements are adhered to.

9. (*a*).—The reading, parsing, penmanship, and writing from dictation of the monitors are good; their knowledge of arithmetic and local geography is limited. On the whole, however, they are fairly up to their required course of study.

9. (*b*).—In the instruction of the junior pupils, and in the other duties they are called on to perform, they are painstaking and generally efficient.

9. (*c*).—The ladies of the convent, assisted by the trained lay teacher, devote the whole of Saturday and one-and-a-half hour daily to their instruction.

9. (*d*).—Generally satisfactory.

10.—As far as I could observe, the rules of the Board are strictly adhered to, except that the inscription "National School" is not on the outside of the house, but in a corridor in the inside leading to the school-rooms.

11. (*a*).—At present the school accommodation is quite inadequate for the numbers in attendance; the school and class-rooms are together only capable of accommodating 290 pupils. The present arrangements are, however, only temporary, as premises adjoining the convent have been purchased with the view of erecting suitable school-buildings.

11. (*b*).—With the exception of the class-room adjoining the infant school-room, which is rather dark, the rooms are well lighted and ventilated; suitable and convenient out-offices have been provided.

11. (*c*).—The present temporary school-buildings were fitted up solely at the expense of the community.

12.—The supply of maps, charts, apparatus, and school requisites, which is very good, was provided partly at the expense of the Board, and partly at the expense of the community.

13.—The social position of the ladies of the convent, their acknowledged capabilities as teachers, but above all their disinterestedness and their high religious character have such an attractive influence on the Roman Catholic poor, that many are brought under instruction and training who otherwise would have grown up in ignorance and vice. Schools of this class are, in this way, productive of a large amount of good.

14.—Besides the convent schools, there are no female schools in the town or immediate neighbourhood conducted by lay teachers under Roman Catholic management. I am not aware that it has in any way affected, prejudicially, any other school.

15. A.—As to efficiency in teaching arithmetic, grammar, and geography, it is fully equal to the more respectable lay female schools of the district, and much superior to them as regards reading and penmanship.

15. B.—As to judicious management of infant pupils, and kindness and tenderness towards them, this school is much superior.

15. C.—None even of the best female schools possess the same advantages for teaching vocal music, and none has attained anything like the same amount of proficiency.

15. D.—The conductors of this school, from their previous education, are qualified in an eminent degree for giving instruction in needlework. In this branch it is decidedly superior to the ordinary female schools.

15. E.—The moral training of the pupils is more carefully attended to, and with better results.

15. F.—The amount of care, time, and attention given to the religious instruction of the pupils is much greater than could be expected from lay teachers.

15. G.—As to observance of Board's rules, I could, with the exception previously stated, make no distinction between this and the ordinary female schools.

15. H.—In regard to the amount of school accommodation available for the numbers in attendance, this school cannot be said to have the advantage. The present arrangements are, however, only temporary; and though, as to mere space, the accommodation is at present limited, the school and class-rooms are kept with more attention to neatness and order, and to the comfort of the children, than is usually met with in ordinary schools.

15. I.—Few, if any, of the ordinary schools are as liberally supplied with educational apparatus, and the necessary school requisites.

15. K.—For the reasons stated in a previous part of this report, this school has an attractive influence in bringing the children of the poor under instruction that cannot possibly be possessed by the ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	2	2	2	1
Incidental visits - -	Not entered.			

17.—Generally satisfactory.

18.—From a painstaking inquiry, extending over three days, I am convinced that the operation of this school has been effective in keeping alive amongst the poor a healthy appreciation of the value of instruction, in inducing the teachers educated in it to take a warmer interest in the conduct and welfare of their pupils, and in impressing on the community, generally, the value of training the young to good habits, such as neatness, tidiness, and cleanliness, to the cultivation of a kindly spirit for each other, and to the observance of a respectful behaviour to their superiors.

Secondly.—I think that the circumstance of this class of schools being connected with the Board, gives confidence to the Roman Catholic population in the administration of our system generally. From my experience, I can safely affirm that the connection of the convent schools with the Board is accepted by the Roman Catholic poor as a guarantee that the entire system is one in which they can place the fullest confidence. That a school so pre-eminently religious, conducted by persons of their own faith, and for whom they have the highest veneration, can be embraced within the system of national education, is to these people a practical proof that the ordinary schools in connection with the Board are schools where their children are safe, and where they are guarded from any interference with their religious opinions.

In educating young persons for the office of teacher, this school has been most successful. Two have held the office of principal teacher in model schools. I attach a list supplied to me by the superioress of the convent.

(signed) *Thomas M'Ilroy*, District Inspector.
(Presbyterian).

4 June 1864.

A List of Young Girls forwarded as Teachers, and instructed by the Sisters of St. Clare, since the Opening of their School, 1831.

1.	Miss Gomison	Glasnevin Model School, Dublin.	23.	„ Drumgoole	Australia.
2.	„ Collins	Belfast Model School.	24.	„ Ross	Kilkeel.
3.	„ Rafferty	Newry Convent School.	25.	„ Murphy	Kinghill.
4.	„ M'Gleenan	Ditto - ditto.	26.	„ M'Alinden	Rathfriland.
5.	„ Curran	Ditto - ditto.	27.	„ M'Keone	Dromara.
6.	„ Magee	Ditto - ditto.	28.	„ Byrne	Keady.
7.	„ Crawford	Ditto - ditto.	29.	„ Brennan	France.
8.	„ Kelly	Kenmare Convent School.	30.	„ Campbell	America.
9.	„ Magee	Cavan - ditto.	31.	„ Rowan	Rathfriland.
10.	„ M'Connell	Ditto - ditto.	32.	„ Carr	Magheralin.
11.	„ O'Hanlon	Mountjoy Prison School.	33.	„ Carr	Ditto
12.	„ Murphy	Donegal-street National School, Belfast.	34.	„ Fox	Cabra.
13.	„ Simpson	Portadown.	35.	„ M'Quillan	Kiln School.
14.	„ Doyle	Carnlough.	36.	„ Brennan	Killeary.
15.	„ Doyle	Beleek.	37.	„ Brennan	Ditto.
16.	„ Doyle	Lisleagh.	38.	„ Quinn	Magheralin.
17.	„ Berry	Mayo.	39.	„ Fair	Hilltown.
18.	„ Feagan	Ditto.	40.	„ M'Anulty	Dunleer.
19.	„ O'Hagan	Ditto (Assistant).	41.	„ M'Anulty	Lurgan.
20.	„ Doyle	Carnlough (Monitress).	42.	„ Smyth	Ditto.
21.	„ Martin	Killoween.	43.	„ A. J. Kelly	Cabra.
22.	Miss Brady	Magheralin.	44	„ Tolin	Newry Convent.
			45.	„ Boyle	Ditto National School.

County Down, Roll No. 7272.

John-street Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27 May 1864.—Manager, Mrs. Brady, Downpatrick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
272	110	54	36	15	10	—	115
Average Age - - -		5·4	8·6	10	11·8	—	8·9

Answers to Queries.

1. (*a*).—Two ladies of the convent, aided by nine monitresses, eight of the latter paid by the Commissioners (the entire under the direction and supervision of the superioress), devote their entire time to the instruction of the pupils attending this school. This would give one principal and three junior teachers to every 40 pupils, a proportion that bespeaks the entire adequacy of the teaching power.

1. (*b*). In point of acquirements, as far as I can judge, the ladies in charge of the school are fully competent for the effective discharge of their duties; the methods and general organization, though not exempt from defects, which to the eye of a critical connoisseur in such matters might seem grave ones, can yet, on the whole, bear favourable comparison with what is to be met with even under the Board's lay teachers of the highest class.

2.—The general efficiency of the instruction afforded, when due allowance is made for the several disturbing causes at work—such as irregular attendance, neglect of home-preparation, &c.—cannot, I think, be gainsayed.

3.—Admirably adapted to the purposes of infantile training seems this portion of school, lately formed into a separate department, and which is at present placed under the special charge of one of the sisterhood, aided by two monitresses. In the methods pursued there appears to be a judicious intermixture of instruction and recreation, the former conveyed under forms the most attractive and impressive to the young mind, and so wisely apportioned to their tastes and capabilities as, in its general effect, to constitute an apt and effective preparation for their passing into the higher school.

4.—Of these an examination of school records shows, that 81 had reached to third book; 32 to fourth book: this would give a proportion of nearly one-third to the total struck off.

5.—This is under the charge of one of the monitresses, who has been specially trained and instructed by the ladies of the convent for this purpose. She has obtained a high certificate of competency from Mr. Washington. Of the pupils present, 36 were able to read or sing an easy piece in time; 37 could sing merely by ear; only the monitresses trained to sing in parts; number of pieces known, 24. Neither drawing nor other extra branch taught.

6.—Sampler, crochet, fancy, and the different kinds of plain needlework are taught pupils; instruction in this department is made to extend to children hardly averaging seven years. The materials are supplied by the nuns, who take the entire instruction and superintendence, during work-hours, into their own hands. Such are the skill and proficiency attained, that several of the elder and more advanced pupils are employed to execute the specimens of work exhibited and sold at the bazaar held annually in aid of the charities connected with the convent.

7.—It is in this, more than in aught else, that the superiority of this school over all female schools conducted by lay teachers is apparent. Drawn from home, where the habits and example to which the children are daily exposed are anything but favourable, no sooner are they brought fully under the kindly and genial influence of the ladies of the convent than in their appearance, their demeanour, their whole bearing and character, there is wrought such a great and striking change as to be in itself almost marvellous.

8.—Religious instruction is given from 11.5 to 11.30 daily. In carrying out this portion of school business, the letter and spirit of the Commissioners' rules appear to be alike strictly complied with.

9. (*a*).—On the whole, fair.

9. (*b*).—Under the guidance and direction of the principal teachers, and stimulated by the zeal and energy which these latter carry to the execution of their duties, an amount of efficiency is imparted to the labours of these young persons, such as, in most lay schools, is rarely if ever realised.

9. (*c*).—From 9 to 10, and from 2 to 3.45 is daily given to the training and instruction of these young persons. This most important trust appears to be faithfully and effectively fulfilled.

9. (*d*).—Results of examinations, judging from the gratuities awarded for the answering of the monitors, appear to reflect great credit on the fidelity and effectiveness of the preparation by which it is sought to qualify these young persons for their office.

10. Strictly and faithfully observed. In fact, it appears to be a matter of no small care and anxiety to each member of the community to avoid every, even the slightest, infraction of any rule which might in the least reflect on their fidelity to the requirements of the Board, prevent the school from recommending itself to persons of different religious denominations, or in any way lessen its usefulness and circumscribe its influence.

11. (*a*).—Outer room measures 38 by 25 feet; inner one, which is appropriated to the infants, 25 by 18 feet. These dimensions show how fully adequate the floor-space is, even for a much higher number than the present daily average attendance presents.

11. (*b*).—The principal room is lighted by six windows, each of which measures 5 by 4 feet; that appropriated to the infants by three, measuring each about three feet on the side. All these admit of being lowered in the frame, and thereby a thorough ventilation is secured. The rooms are lofty, which give them a light and airy appearance, while the stained woodwork of roof and windows tends to soften the light, and prevent it from becoming painful or disagreeable to even the weakest eyes. Suitable out-offices are annexed to building.

11. (*c*).—So far as can be ascertained, the building itself, in the changes necessary to render it suitable for school purposes, cost 300 *l.*, while in painting, furnishing, and otherwise adjusting the internal arrangements, a sum of 104 *l.* 13 *s.* 8 *d.* seems to have been expended.

12.—The room devoted to senior portion of school appears to be adequately supplied with maps, diagrams, and other necessary apparatus. Towards this portion of school fittings, as also in purchase of requisites, an outlay of 38 *l.* 19 *s.* 11 *d.* was incurred. The infant department is as yet inadequately provided.

13.—I have no hesitation in saying that many children, who otherwise might have remained wholly ignorant and uneducated, have been drawn from their homes under the influence and operation of this school. Seeing the warm support it receives, the earnest advocacy with which its claims are set forth by the local clergy on each fitting occasion, it would be strange indeed if it failed to exercise such an effect. But in addition to such admonitions and appeals, and for transcending them in effectiveness, are the unceasing efforts of the nuns themselves, who, in their daily visits of charity to the homes of the destitute and afflicted, lose no opportunity for awakening the apathetic and careless to the full consciousness of the paramount duty devolving on each parent to afford to their children the advantages of a sound religious and literary education such as this school affords.

14.—The direct and immediate effect of this school on the surrounding lay female schools is to withdraw the majority of the Roman Catholic children from them. Thus, within a year from the establishment of this school, more than 50 children were withdrawn from the Downpatrick female and infant schools. This is owing partly to the zeal evinced by the clergy in advocating and sustaining the claims of the school, partly to the increased confidence which most parents feel in the methods of management and instruction which the nuns are found to carry out, and partly and principally, I would say, to the untiring labour and assiduity, the tender and warm sympathy which these good ladies themselves uniformly manifest for the improvement and amelioration of the poorer classes, whenever brought in contact with them as to the routine of their daily visits and communings.

15. A.—I cannot

15. A.—I cannot note much to remark under this head, save that, actuated by higher motives than what are generally found to prevail in the case of lay teachers, it necessarily follows that their labours are characterised by greater energy of purpose and self-devotion to duty.

15. B.—This department of the school has been but recently opened. Compared with the only school of this class in the district, it certainly gives promise of much better adaptation and higher efficiency.

15. C.—Music, which is the only extra branch taught, seems to be taught with fair success; nothing particular is to be noticed with reference to it.

15. D.—An ample and more constant supply of materials; the greater taste and skill which, under the immediate instruction and superintendence of the nuns, mark this department; and the more definite object which they propose in carrying it on, namely, that while rendering the children expert in all the plainer and more useful kinds of needlework, to yet make their labour subservient to the objects and requirements of the institution—all these of themselves serve to impart to the industrial instruction, as afforded in this school, a higher measure of effectiveness than is to be met with in any of the mere lay schools.

15. E.—In this respect I cannot but say that this school appears to deserve a marked pre-eminence. Taught, both by precept and example, the young mind readily adjusts itself to the improved tone and character of the influence around it; and hence, even to the most cursory observer, there is that in manner, deportment, speech, and whole bearing of pupils, which, the mere rude framework of special rules, mechanical observances can never fully effect.

15. F.—As among the primary objects of the school it is sought to ground the children firmly in the doctrines and tenets of their Church, and seeing that the whole life and labours of the order are marked by a like purpose, it cannot but naturally follow that the children obtain a better and more effective religious training in schools of this class than any mere lay school can possible essay.

15. G.—These in all respects duly attended to; faithfully observed alike in the spirit and the letter.

15. H.—The accommodation, internal fittings, and general arrangements of apartment are admirably adapted for school purposes, securing all the requirements necessary to the health and comfort of the pupils, and, save in the case of schools vested in the Commissioners, present a strong contrast to what is to be found in most schools of the district.

15. I.—In this everything necessary has been provided.

15. K.—This seems to lie in the superior accommodations and greater suitability to the requirements of the pupils which the school apartments afford; the care and attention bestowed on the due instruction and training of children; but above all in the tender and increasing solicitude which are manifested by the members of the community in their rounds of domiciliary visits, by which they minister to the wants, temporal and spiritual, of that class in society from which the majority of the pupils are drawn.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	2
Incidental visits - - -	—	—	3	2

17.—Favourable; specific defects are dealt with; general style commendatory. Suggestions refer more to technical details, such as mode of keeping school accounts, than to defects in the results of instruction, so far, at least, as these latter admit of being remedied by teachers.

18.—I think the convent school to which this Report has reference may fairly be regarded as effective of educational advancement in a twofold aspect. In the first place, its immediate and direct effect, as experienced within the limits from which the pupils are drawn, is to gather into the school many children who otherwise, owing to the poverty or indifference of their parents, or other untoward influences to which their home-life is subjected, would probably remain wholly without instruction, and, thus brought up in ignorance and vice, would, when they reached the years of maturity, find every avenue of life closed against them. These, in the absence of every countervailing impulse and corrective, would probably find themselves regarded as mere pariahs of society, and, unless otherwise rescued, would sink into that abyss of crime and degradation from which they would be snatched only to become fit denizens of the workhouse, the goal, or, it may be, the convict settlement. Again: fitted as those children become who are allowed to remain even the average time at school, both by the moral and intellectual training they receive, for filling, with credit to themselves and advantage to society, the several positions allotted to them in life, one cannot, despite religious prejudices, but freely and candidly acknowledge that schools of this class are calculated to confer a real educational boon. Limiting our view to their effect on national schools, I think it is generally found that teachers who have passed out from convent schools bring to the discharge of their duties a singleness and earnestness of purpose rarely sought for in most others; and while in professional skill there may be little to denote pre-eminence, once these young persons have received the technical knowledge and tact which a course of training is supposed to impart, their individual energy and ability find true scope and direction, and thus they are brought to furnish the highest types of national teachers.

(signed) *Robert Stuart Currie,*
District Inspector (2d Class.)
(Established Church.)

29 May 1864.

County of Dublin, Roll No. 2018.

BAGGOT-STREET CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 31 May 1864.—Manager, Mrs. Norris, Baggot-street.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
1,641	850	445	147	106	71	124	893
Average Age - - -		5·6	8·6	9·6	10·7	13·9	8·1

Answers to Queries.

1. (*a*).—Quite adequate. There are 14 nuns in constant attendance, assisted by 28 paid and 60 unpaid monitresses.

1. (*b*).—The nuns are highly qualified in regard to literary acquirements, and have taken great pains to attain a thorough knowledge of method of teaching and school management.

2.—The different classes are examined in the several subjects set down in their respective programmes, and exhibited in all a creditable proficiency.

3.—They are instructed apart from the adults, in rooms furnished with all the appliances used in infant schools, and by teachers well acquainted with the infant-school system.

4.—Eighteen left from the fifth class : all these attained a satisfactory education ; 12 of them went to business, five became governesses, and one a national teacher. Twenty-six left from the fourth class, and were fairly educated ; three of these were bound to dress-making. The others remained at home ; few became servants.

5.—These branches are taught by well-qualified teachers, and the advanced pupils have attained in both a very satisfactory proficiency.

6.—Very satisfactory ; the advanced girls are taught to cut out dresses.

7.—Most pleasing, as should be expected from such tuition as they receive.

8.—It is given each day from half-past eleven until twelve o'clock, and from half-past two until three o'clock. In this point the rules of the Board are strictly observed.

9. (*a*).—Up to, and in many instances beyond, the requirements of the programme.

9. (*b*).—They perform satisfactorily the work prescribed for them, but their teaching is superintended and supplemented by the nuns.

9. (*c*).—They receive instruction from half-past nine o'clock until eleven o'clock, and from half-past two o'clock until four o'clock each day.

9. (*d*).—Very satisfactory ; 15 attended the last general examination of monitors, and of these 11 were awarded gratuities for superior answering.

10.—They are strictly observed.

11. (*a*).—In the infant department, the average is 6·3 feet for each child ; in the rooms for adults it is 8·8 feet.

11. (*b*).—Excellent.

11. (*c*).—£. 3,000, raised by the community. The expense of repairs was 113 *l.* 7 *s.* 8 *d.*

12.—Fully supplied with all these ; the expense this year was 47 *l.* 7 *s.*

13.—There are but few children of the more destitute classes, as might be expected from the position of the school, in the centre of the most wealthy part of the city.

14.—It does not appear to have affected them at all, and no influence has been exerted for such a purpose. On the contrary, any pupils that leave this for other schools find it difficult to get back, should they apply for readmission.

15. A.—Far beyond what I have witnessed in the ordinary schools visited by me in this district.

15. B.—Ditto - - - ditto.

15. C.—Ditto - - - ditto.

15. D.—Ditto - - - ditto.

15. E.—Ditto - - - ditto.

15. F.—Ditto - - - ditto.

15. G.—I have found them observed in all.

15. H.—Fully equal to the best-provided ordinary schools, and superior to most of them.

15. I.—Better

15. I.—Better supplied.

15. K.—More poor children are found in the ordinary schools for the reason I have already stated. These children invariably go to the schools next their homes.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	1
Incidental visits - - -	- -	1	- -	1

17.—Highly favourable.

18.—This school has not done much in supplying teachers for ordinary national schools. Only one in the course of last year left it to take charge of a national school. But they have here a special class, at present amounting to 40, composed of young females from different parts of Ireland, all of whom are boarded in the establishment. They are carefully instructed with a view to become teachers; but few of them are likely to enter the Board's service. They are, for the most part, employed as governesses, or teachers of private schools. They leave this school well-grounded in the national system, and thus, whether as governesses or teachers of private schools, extend to the children of the middle and higher classes the advantages of the national schools.

There are branch convents established at Glasthule, Blackrock, Booterstown, Golden Bridge, and Longford, by nuns sent out from this, the centre house, and in connection with all, there are national schools conducted by nuns, who had long experience as teachers in this school. These schools must popularize the national system in their respective neighbourhoods, as this establishment has undoubtedly done in Dublin, and wherever the results of its teaching have reached, either directly or remotely, where the agents prepared by them are employed as instructors. The effect of this convent school has reached the Irish emigrant at the antipodes. The Sisters have established convents in Australia, at Geelong and Brisbane, and schools in connection with them conducted on the same system, and with the same books and appliances as are employed in this convent school.

(signed) *Timothy Sheahan*, Head Inspector,
(Roman Catholic.)

4 June 1864.

County Dublin, Roll No. 721.

BLACKROCK FEMALE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 3 June 1864.—Manager, Very Rev. Canon Forde, Booterstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
268	111	35	32	22	11	9	109
Average Age - - -		7·	8·	11·4	10·7	14·5	9·1

Answers to Queries.

1. (*a*).—The teaching power (adult) is not quite adequate: two Sisters, who come to the school daily from Booterstown Convent, having an average attendance, at some periods, of 125 under their care. Effective preparation of the paid monitors goes far to supply the deficiency.

1. (*b*).—The teachers evidently possess superior acquirements; their method of instructing is intelligent and energetic, and they exhibit great judgment and precision in organizing and guiding the general mechanism of school as well as in teaching.

2.—The instruction is efficient in a very satisfactory degree, particularly in reading, penmanship, and arithmetic. The other subjects comprised in the national school programme are also taught effectively. I found the head class, for example, well acquainted with the Latin and Greek derivations given in the advanced books.

3.—The infants, though not provided with a separate room, are managed with very considerable success; taught and trained with diligence and tact.

4.—Fifty per cent.

5.—Singing has been taught for the last four months—by ear only as yet; the results are already excellent.

6.—Creditable proficiency in sewing, &c., is exhibited in proportion to the time spent at school, and the children are brought under this instruction at the earliest practicable age.

7.—The moral tone of school is highly satisfactory; the orderly habits and pleasing manners of the great mass of the children, many of whom belong to a low and rude class, testify to most assiduous cultivation.

8.—All the pupils receive religious instruction for an hour each day. The arrangements are punctually observed.

9. (*a*).—The monitors show very good scholarship for their standing in the service, and a high aim is taken in their instruction. I have seldom met a class of monitors prepared with equal exactness; they answered particularly well in grammar and in physical geography; in arithmetic they have advanced as far as interest.

9. (*b*).—They render very efficient aid as junior instructors.

9. (*c*).—They are taught specially, both before and after the general business of he classes. To guide them in teaching, they are furnished with programmes, or concise manuals (M,S.) adapted to the requirements of their classes.

9. (*d*).—At the examinations held by my predecessor, their answering appears to have been creditable. Premiums for their instruction have been awarded to the teachers in successive years.

10.—The Board's rules are duly observed by the conductors.

11. (*a*).—The school-room and class-room afford space for 193 pupils.

11. (*b*). The school-room is lofty, well lighted and ventilated; the height, 14 feet; the space of ground attached very limited. The neighbourhood being closely built (sufficient for the out-offices, though) there is no playground.

11. (*c*).—The house was formerly used as a temperance hall. The value of school-rooms and of furniture which is most suitable may be set down as 450*l.*, according to the official standard.

12.—An abundant supply of maps, charts, pictorial lessons (neatly framed and glazed), and of other school requisites; a large portion of these purchased by the nuns, at a cost of 17*l.* 12*s.*, since January 1862 alone; premiums and dresses for some of the poorest children since January 1862, cost 13*l.* 15*s.* 8*d.*

13.—This school attracts a much larger attendance of very young children, and of children of poor and careless parents, than a lay school under average circumstances could be expected to command; but it is not as numerously attended, probably, as it would be if immediately attached to a convent.

14.—On its establishment in 1848, this school superseded an ordinary girls' school. There are no lay national schools for girls in the surrounding district; several convent schools, as at Kingstown, Booterstown, Sion Hill, &c., rendering the presence of other schools for the Catholic poor unnecessary. The disappearance of day schools is a necessary consequence of the preference felt by the Roman Catholic clergy and people for those conducted by nuns.

15. A.—Compared with the ordinary girls' school of the district, taken as a body, this school is, in my judgment, superior as to efficiency of literary instruction generally.

15. B.—Superior as to the careful management of infant pupils.

15. C.—Superior as to the practical results of instruction in singing.

15. D.—Superior in the regularity and effectiveness of industrial instruction.

15. E.—Superior in the degree of judgment and success with which the moral training of the pupils is carried out.

15. F.—Superior in the prominent attention given to religious instruction, and in the capability of the teachers for discharging that duty.

15. G.—On a par with the other schools as to observance of Board's rules.

15. H.—Superior in amount and character of interior school accommodation; equal, or nearly so, as regards school premises.

15. I.—Superior as to educational appliances.

15. K.—Superior in inducing a good attendance of the children of the poor.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	1 (Head Inspector.)	1	None recorded.	

17.—Rather favourable.

18.—I regret that my very recent acquaintance with the locality which I have visited as inspector, for the first time in April last, does not qualify me to speak more fully than I have done in the preceding pages of the external influence of this school—an influence otherwise difficult to define, owing to the almost civic character of the neighbourhood, and to the large migratory element in the population.

The establishment of this school and of similar ones at Kingstown, Booterstown, &c., has undoubtedly brought very large accessions to the ranks of national school pupils. Since this school was opened, in 1848, none of the young persons educated in it has become a national teacher; but as the number of paid monitors has been larger in recent years than formerly, it is not unlikely to furnish some teachers ere long. In such event there is no doubt that the extensive and careful course of instruction received here, and the assiduous cultivation of good habits—of punctuality, order, and neat-handedness in school-keeping—will have fitted the young aspirants for the highest efficiency in the calling of teacher.

(signed) *B. MacSheehy*, District Inspector.
(Roman Catholic.)

6 June 1864.

County Dublin, Roll No. 1985.

BOOTERSTOWN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—The Sisters of Mercy.

Visited 27 and 30 May 1864.

Manager, The Sisters of Mercy.—Correspondent, Rev. L. Forde, P. P., Booterstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
231	106	50	24	17	12	17	120
Average Age - - -		6	9	10	9	12	—

Answers to Queries.

1. (*a*).—This power, numerically, is sufficient; it consists of two nuns; one senior monitress, Mary Reddy; and three juniors, Mary A. Mullen, Mary Roleston, and Mary A. Eves.

1. (*b*).—Those of these nuns I had reason, on several occasions elsewhere, to consider excellent; the teaching of the monitresses, I think, inefficient.

2.—Not satisfactory.

3.—The infants are specially intrusted to the care or supervision of one nun, and taught by an unpaid monitress.

4.—For the last few years, about one-third of those who have finally left schooling have attained a satisfactory degree of education.

5.—Not taught.

6.—Very good.

7.—I understand that those pupils who remain in this school for some time, have been remarked for their propriety and good conduct.

8.—One hour daily for the first five days in the week.

9. (*a*).—Fair.

9. (*b*).—Judging from the results of the examination on 30th instant, their services are not satisfactory; they are very young, and lately appointed.

9. (*c*).—For this object, one of the nuns gives them two hours instruction every day.

9. (*d*).—The examination of the senior monitress was quite satisfactory. The first examination of the junior monitresses cannot take place until next November.

10.—Very correct.

11. (*a*).—Quite sufficient.

11. (*b*).—All very good.

11. (*c*).—This school-house is the property of the nuns; it cost them 560 *l.* for the building and furnishing of the school.

12.—For the years 1862 and 1863, the articles mentioned in this query, the nuns paid 14 *l.* 19 *s.* 3 *d.*

13.—Two-thirds of the children are "free." The moral power which those ladies hold over the minds of their pupils is the only influence which, I think, the nuns possess.

14.—There is no lay female school in this neighbourhood, except a parochial one (Protestant), where, I understand, the attendance is very small.

15. A.—I have already stated that there is no ordinary female school in this neighbourhood. I have in this district several girls' ordinary schools, where the general course of instruction is better.

15. B.—Very good.

15. C.—Not taught.

15. D.—Very good; and, in several instances, I consider, better than in ordinary girls' schools.

15. E.—Excellent.

15. F.—Very good.

15. G.—Very good; but not better than in several ordinary girls' schools in this district.

15. H.—Very good, and much better than the ordinary girls' schools in this district.

15. I.—Much better than in the ordinary girls' schools in this district.

15. K.—The attractive influence of this school is greater than in the ordinary girls' school in this district. *See* answer to Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	2
Incidental visits - - -	- -	- -	- -	1

17.—Generally fair.

18.—I left the examination for the most part to the monitresses, in order to test their acquirements, and observe their method of teaching. Although the results of the examination are low, perhaps, from the timidity of the teachers and the taught, still the moral influence of this school must be considerable over the minds and manners of children whose parents, for the most part, are incapable to instruct them; indeed, many of them have no parents at all. To provide against such wretchedness, these nuns have an orphanage of 40 destitute children, whom they feed, clothe, educate, and prepare for the honest humble employments of after life.

31 May 1864. (signed) *W. M'Dermott*, District Inspector. (Roman Catholic.)

County Dublin, Roll No. 7883.

CLONDALKIN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 3 June 1864.—Manager, Mrs. Coslett, Clondalkin.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
413	130	61	29	20	8	13	131
Average Age - - -		5·7	8·7	9·5	12	11·3	7·9

Answers to Queries.

1. (*a*).—Quite sufficient. There are ten nuns, assisted by three paid monitresses. There are four more nuns to assist occasionally, if required.

1. (*b*).—As to literary acquirements there can be no question; I was very much pleased with the method of teaching, and the school arrangements. There is a first-class national teacher here, who was recently received into the community.

2.—Very satisfactory; as appeared on the examination of the different classes.

3.—These are instructed in a separate school, well fitted up, and conducted with skill and efficiency.

4.—Very few have finally left, and of these scarcely any had attained a satisfactory degree of education; the school is not long established, and the pupils are, for the most part, poor, and cannot attend long or regularly.

5.—These branches are very successfully taught, and the proficiency of the pupils in them has been so satisfactory as to secure gratuities for the teachers.

6.—Very satisfactory.

7.—Very satisfactory, as far as I could form an opinion from the appearance and conduct of the pupils.

8.—Very satisfactory; the Board's rules are strictly observed.

9. (*a*).—Very fair.

9. (*b*).—Satisfactory; their instruction is superintended and supplemented by the nuns.

9. (*c*).—They are instructed from 9.15 until 10.30 o'clock, and from 1.15 until to 2.30 o'clock, each day.

9. (*d*).—They have not yet been examined.

10.—Satisfactory.

11. (*a*).—Quite adequate; there are two lofty rooms, each 36 feet 6 by 19 feet 7.

11. (*b*).—Excellent.

11. (*c*).—£. 500.

12.—Sufficient; expense 16 *l.* 4 *s.* 11 *d.*

13.—In this respect it has been very successful. I have learned from the Rev. W. Moore, P.P., that, before this school was established, there were no more than 50 or 60 pupils in the school it has superseded.

14.—There

14.—There are no schools immediately around it; if children come here from the neighbourhood of Lucan or Palmerstown—the next ordinary lay female schools, no influence has been exerted to induce them to come.

15. A.—It is far superior to the ordinary girls' schools I have visited. The Rev. Mr. Moore says, it is infinitely superior to those in the neighbourhood.

15. B.—Far superior.

15. C.—These branches are not taught in the ordinary girls' schools, with the exception of the Ringsend Female National School.

15. D.—Superior.

15. E.—Far superior, judging from the appearance of the pupils.

15. F.—Superior.

15. G.—The rules are observed in all the schools.

15. H.—Superior.

15. I.—Superior.

15. K.—Superior, as must appear from the attendance.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	3	1	2	1
Incidental visits - - -	—	—	—	—

17.—Very favourable.

18.—The influence of this school has not yet extended beyond its immediate neighbourhood, and here it has been entirely successful in impressing upon the minds of the parents the advantages of a good education for their children.

There is a private school attached to the convent, which is attended by pupils who can afford to pay 5 *s.*, or above, per quarter. On this account, the pupils here belong, in a great measure, to the poorer class, and it is only such of these as are selected for monitorships that can remain at school sufficiently long to qualify for teacherships.

The present commodious and suitable building is only a few years erected, so that the school is only in a state of development. It promises well, and, I have no doubt will, ere long, establish a character equal to that of the most successful schools through the county. There are here all the elements essential to success, and there is every reason to think they will be turned to good account.

(signed) *Timothy Sheahan,* Head Inspector.
(Roman Catholic).

4 June 1864.

County Dublin, Roll No. 7182.

DALKEY (No. 2) CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Institute of the Blessed Virgin (Loretto).

Visited 31 May and 1 June 1864.—Manager, Mrs. McCormick, Dalkey.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
216	93	73	18	12	5	7	115
Average Age - - -		5·7	9	10·6	12·4	13·1	7·47

Answers to Queries.

1. (*a*).—The teaching power is amply sufficient. Three of the Sisters are occupied in teaching during the whole of school time, and a fourth occasionally assists. There are three paid monitors.

1. (*b*).—The teachers appear to be thoroughly qualified as regards attainments, and they exhibit much skill and judgment in the regulation of the classes. They apply the improved modes of teaching with earnestness and intelligence.

2.—The literary teaching is effective, especially in reading and penmanship. I found, even in the junior classes, a considerable facility in reading books or papers not seen before; unusual care is bestowed on the writing, and with eminent success.

3.—The infants, in a separate and most suitable room, are managed with tenderness and extreme

extreme care, and are taught according to improved methods. Simultaneous exercises and singing very successfully carried out.

4.—Fifty per cent.

5.—Singing is taught by ear only, but with particularly good effect.

6.—Various branches of needlework are taught to all pupils but those of infant's school, and with results entirely satisfactory. Care is taken to keep the children continuously supplied with work.

7.—An excellent moral tone pervades the school, and habits of neatness and regularity are imparted with little apparent effort. The childrens' manners are very pleasing and cheerful.

8.—Catechetical instruction and prayer for 35 minutes each day. The arrangements are punctually observed.

9. (*a*).—On the occasion of my inspection (my first visit to the school), two of the three paid monitors were ill. I examined the third, appointed in September last, and found her very fairly prepared.

9. (*b*).—They are found to be highly useful as junior instructors.

9. (*c*).—They have each day an hour of special instruction, and have also certain portions of the ordinary school hours for study.

9. (*d*).—Their answering at the yearly examinations, held by my predecessor, appears to have been creditable, as gratuities for teaching them were awarded in successive years.

10.—The Board's rules are duly observed by the conductors.

11. (*a*).—The two rooms together afford room for 392 children.

11. (*b*).—The site is excellent, near the sea, with wide, open space around, and the school rooms 47 × 25 feet; admirable as to light, ventilation, and appointments.

11. (*c*).—£. 500 for the building in 1854, at the expense of the religious. I could not obtain an account of subsequent expenditure on fittings; say 560 *l.* in all.

12.—The school is adequately supplied with maps, apparatus, charts, &c., obtained from the Commissioners as free grants. Some expense is incurred by the nuns for school requisites, but the amount is not considerable, as the pupils purchase their own books, &c.

13.—It commands an attendance of infants much more numerous than is usual in the ordinary national schools, and induces a greater desire for schooling for their children on the part of the more careless class of parents. In this locality destitution is comparatively rare.

14.—A national school for girls, one of the oldest under the Board, non-vested, and under the patronage of the parish priest, is still in operation in near neighbourhood to this convent school. It is working inefficiently, yet the daily average attendance for 1863 amounted to 33, after nine years' operation of the convent school. In the two years previous to the establishment of the convent school, 1853–54, the attendance at Dalkey (1) fluctuated between 30 and 60, as appears from the Board's reports for those years. The latter school appears to have no other adverse influence to contend with than the higher opinion of, and confidence in, the convent school, which are felt by the people of the locality.

15. A.—Compared with the ordinary girls' schools of the district, taken as a body, this school is, in my judgment, decidedly superior in efficiency, as regards reading and penmanship, and of equal effectiveness in the other items of literary instruction.

15. B.—Superior as regards both the teaching, and the management, and education, in the wider sense of the term, of infant children.

15. C.—Superior in the practical effect of instruction in singing.

15. D.—Superior in the regularity and effectiveness of industrial training.

15. E.—Superior in the systematic attention to, and efficacy of moral culture.

15. F.—Superior in the qualifications of its conductors for the communication of religious knowledge, and in the prominent share of attention to such teaching.

15. G.—On a par with the ordinary schools, as to observance of the Board's rules.

15. H.—Superior in a marked degree, as to the amount and character of school accommodation.

15. I.—Superior as to the supply of educational apparatus.

15. K.—Superior as to its influence in attracting a numerous attendance of poor children, and of the infant children of the better sort of workpeople, &c.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	No record of such visits.			

17.—Rather unfavourable until last inspection, in 1863, as to the literary instruction; favourable with regard to industrial training, and to the order of the school.

18.—As I am under the disadvantage of a very recent acquaintance with the neighbourhood, and as I have now visited this school for the first time, I do not feel myself qualified to offer any further observations as to the external influence of the school.

(signed) *B. MacSheehy*, District Inspector.
(Roman Catholic.)

6 June 1864.

County Dublin, Roll No. 6372.

FIR HOUSE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Carmelite.

Visited 6 June 1864.—Manager, Mrs. Duffy, Fir House, Templeogue.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
119	40	15	10	6	3	- -	34
Average Age - - -		5	9	10	13	—	—

Answers to Queries.

1. (*a*).—Three nuns, and one junior monitress, Anne Muldoon.
1. (*b*).—Indifferent.
2.—Indifferent.
3.—There is nothing peculiar in the management of infants in this school.
4.—About one-fifth have left this school for the last few years, who had attained a satisfactory degree of education.
5.—None taught.
6.—Pretty fair.
7.—Fair.
8.—Every day, except Saturday, the pupils receive religious instruction from the nuns; this arrangement is carefully attended to.
9. (*a*).—Fair.
9. (*b*).—The nun who presides over this school speaks very favourably of the services of the junior monitress.
9. (*c*).—She receives daily instruction from the nuns for one hour and a half before or after school hours, according as circumstances will allow.
9. (*d*).—The junior monitress is not a year in office.
10.—Very fair.
11. (*a*).—There is no class-room, but there is ample school accommodation.
11. (*b*).—Very good.
11. (*c*).—£. 50, since May 1851.
12.—The maps that are in the school were obtained as "free-stock." The "school requisites," for the last four years, cost 3*l.* 6*s.* 3½*d.*
13.—The more destitute classes get bibs and frocks, and *occasionally* are given lunch in the middle of the day, which they would not receive in the ordinary female schools.
14.—The Roman Catholic clergymen are most anxious that the female children under their charge should attend convent schools. In this school I understand that influence has been brought to bear.
15. A.—Rather indifferent.
15. B.—Nothing different from the care with which they are treated in the ordinary girls' schools.
15. C.—Not taught.
15. D.—Pretty fair.
15. E.—Very good indeed.
15. F.—Very good; but not better than what is taught in other female schools.
15. G.—Very good.
15. H.—Better than what is found in many other girls' schools.
15. I.—Fair.
15. K.—I am not aware of any attractive influence, unless the little which is given in charity mentioned in answer to Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	2
Incidental visits - - -	—	—	—	—

17.—Pretty fair.
18.—Although the results of the literary instruction is not as high as could be desired, I consider the school very useful: here such of the pupils who attend are carefully instructed

in needlework, a most essential branch of female instruction, while they must imbibe habits of order and cleanliness which they see around them in the persons of their teachers, but which, unhappily, they cannot see at home, being the children of a very poor class indeed—farm-labourers, who have, with few exceptions, but occasional employment throughout the year.

(signed) *W. MacDermott*, District Inspector.
(Roman Catholic.)

6 June 1864.

County Dublin, Roll No. 5933.

GEORGE'S HILL CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation.

Visited 30 and 31 May, and 1 and 2 June 1864.—Manager, Rev. J. O'Malley. George's Hill, Dublin.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
1,128	529	202	136	165	58	63	624
Average Age - - -		6	7·4	9·5	12	14	9·7

Answers to Queries.

1. (*a*).—Fifteen nuns; eight constantly in attendance. There are also 18 monitors, two of them trained and classed.

1. (*b*).—Good. The schools were twice organized and greatly improved by the organization of last year. Two of the monitors lately appointed are classed and trained.

2.—Good. At my last inspection I found the school much improved, especially in writing and arithmetic.

3.—Very good. There is now an excellent time table, and it is well carried out. Of 258 infants present on the 31st May, 141 could read in 2d section or above, 39 of them being in Sequel or Second Book; 30 write very well on paper.

4.—During the three years ending December 1863, 138 having attained 13 or 14 years, were struck off the rolls, having given up schooling; of that number 75 were in Third Book, and 50 in Fourth, 38 in Sequel, and five in Second Book; 91 per cent. attained a fair degree of education.

5.—Very good; 70 in singing class; 45 minutes on one day in the week the music master attends, and the girls sing daily during the sewing hour in the junior school room. Some play the harmonium and some the piano. From 25 to 30 in drawing class; result good.

6.—They learn plain work, knitting and fancy work, the materials being regularly supplied by the community; they make bibs for themselves and clothes for the poor; one hour daily is devoted to sewing; even the infants learn to sew.

7.—Girls educated in the convent schools are in general easily recognized by their gentleness and modesty.

8.—9.52 to 10, 11.15 to 12.5, and 2.45 to 3 is devoted to religious instruction daily in the senior schools; 10 to 10.15, 12 to 12.5 and 2½ to 2¾ in the infant school. The arrangements are well observed.

9. (*a*).—Good; at the last examination there was a marked improvement, especially in arithmetic.

9. (*b*).—Good; the school could not be carried on efficiently without them.

9. (*c*).—One hour every morning before school; a classed teacher instructs them; and for 45 minutes within school hours they receive instruction from one of the nuns.

9. (*d*).—Satisfactory. The 10 monitors who, having completed the time specified, attended the examinations, were all recommended for gratuities. In consequence of superior answering, four obtained the highest gratuities.

10.—Well observed.

11. (*a*).—Three school-rooms, 40 × 26 feet—high, 17 feet each; two class-rooms 20 × 26 feet each; can accommodate 650 pupils.

11. (*b*).—Room

11. (*b*).—Rooms large and lofty, and well lighted.

11. (*c*).—Building school-house and offices	£. 2,170
Fitting up	120
Purchase of site	1,172
TOTAL	£. 3,462

12.—All the large maps, 170 charts, 24 black boards, 9 easels, 3 harmoniums, and a piano, £. 59 15 *s.*, were paid for requisites during the last three years.

13.—During the past year 30 children were clothed, boarded and lodged; 70 got breakfast, and 100 partial clothing. Those children would have been probably enticed into proselytizing schools or left destitute of any instruction were it not for this institution.

14.—It has compelled good schools to increase their exertions to keep up a sufficient average attendance, while it has relieved schools of an opposite class of many pupils whose instruction was neglected. It has compelled both good and bad to extend their programme to branches which but for the convent school would probably be omitted; and, to the locality in which it is placed, it is a model of cleanliness and order.

It is true it has a tendency to absorb the education of the Roman Catholic poor around, because the instruction it affords is for them the cheapest and the best; but to effect this it uses no agencies but those of which every unprejudiced mind must approve:—superior accommodation, a stricter discipline, more efficient teaching, and food and clothes to the poor of their own persuasion. Those of other persuasions are but comparatively few, and, having other resources, do not seek assistance at the convents; but if they did, they would receive it equally with the Roman Catholics, and without any interference with their religious belief.

It should be borne in mind that, on the rolls of the national schools around, which now contribute to the attendance in the convent school, there are no Protestants. The question is between schools attended by Roman Catholics only; and should they not be at liberty to select the one they have found, by experience, to be the best?

It appears to me that, to endeavour to prevent this freedom of choice, by refusing efficient assistance to a convent school solely because its teachers are nuns, and thus discourage and retard its progress, and bring it down to the low level of ordinary schools, cannot serve popular education, but must weaken the confidence of Roman Catholics in the system, and fill their minds with distrust; especially when it is recollected that every penny the nuns receive from the state is expended on the school.

15. A.—None of the ordinary schools have so large a number able to read with ease and correctness the advanced lesson-books, or so well up in the programme of their class.

15. B.—Very good; the proportion able to read words of three or more letters is above the average of the ordinary infant schools of the district, viz., 54 per cent. here, while 51 per cent is the average of the ordinary infant schools.

15. C.—Better than in the ordinary schools; here, they have both vocal and instrumental music, and qualified teachers; but only three or four of the ordinary schools have harmoniums; drawing is taught in only one of the ordinary female schools; here, there are from 20 to 30 in the class, and they have made good progress.

15. D.—There is a constant supply of needlework, and the task is never omitted or postponed; while, in too many of the ordinary schools, only a few learn to sew, and the supply depends on what the children happen to bring.

15. E.—The order and cleanliness of the school-room and furniture, the decorum observed, the kind manner and encouraging looks of the nuns make a deep impression on the children. Is not all this moral training as yet unequalled in our ordinary schools?

15. F.—More time is given to religious instruction than in the ordinary schools; religion is explained by qualified teachers, who are not influenced by any mercenary motive, and whose teaching is a work of love.

15. G.—Quite as well observed as in the ordinary schools; it is true the attendance here is unmixed, but it is also unmixed in all the large ordinary national schools north of the Liffey, within the city.

15. H.—Better than in the general run of schools.

15. I.—Better; there are no national schools, except the model schools, so well supplied with educational apparatus as the convent schools.

15. K.—The superiority of convent schools in the points just stated; in the ordinary schools all are expected to pay, here no fee is insisted on, and those only who are able and willing to pay contribute; here, the poorest are fed and clothed, while the nuns take an interest in the welfare of their pupils, who love their instructors, and are happy while under their care.

	1860.	1861.	1862.	1863.
16.—Inspections	2	2	3	1
Incidental Visits	1	–	–	The School was organised in 1863.

I paid many incidental visits in 1863, but I did not enter them in the report book.

17.—In general, favourable; some defects in junior classes pointed out.

18.—It has added considerably to the number who receive instruction, and who would otherwise idle in the streets, or attend for food proselytizing schools; and it has improved

education materially by winning the affections of its pupils, and by its constant lessons of obedience and self control; in this point, it far surpasses our ordinary schools; it has produced agents by whom education is carried on, not in Ireland only, but in foreign countries; within the last five years, from 30 to 40 girls left this establishment who are now teachers, viz, 14 in Ireland, 11 in America, three in England, three in France, three in India. It has undoubtedly helped to attach the people to national education, for every Roman Catholic feels that there can be nothing against their faith in those rules which are carried out in convent schools; and, may I ask, is he a friend of national education who would strive to sever that connection, and thus break those religious ties that now bind it to the great mass of the people. While that connection exists, the system is safe in the eyes of Roman Catholics, no matter what power may be brought to bear against it; but, if broken, general suspicion and discontent will probably work its overthrow. It is true the attendance here is unmixed, but the attendance is unmixed in nearly half the national schools of the country, and cannot be otherwise in the Roman Catholic provinces; but, surely, this would be no reason for excluding them from the advantages which mixed schools possess; I believe that whatever aid the convents receive from the system is more than repaid by the stability they give it, that nothing worse could befal education in this district than to strike from its roll communities like this, and that no lay teacher ever can educate the female portion of the Roman Catholic poor, as they are now being educated in the convent schools, not in literary attainments only, but in Christian gentleness and in religious feeling, and in all that is calculated to make their lives happy and useful.

This school was established in 1786, nearly 80 years since; it was connected with the Board in 1850; it was never so efficient as it is now.

(signed) *F. F. O'Carroll*, District Inspector.
(Roman Catholic.)

5 June 1864.

County Dublin, Roll No. 7608.

GLASTHULE FEMALE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 7 June 1864.—Manager, Rev. James Cavanagh, P.P., Kingstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
309	149	90	31	21	9	10	161
Average Age	- - -	5·5	8·5	9·8	11	12	7·3

Answers to Queries.

1. (*a*).—The teaching power (adult) is scarcely adequate, as there are but two ladies to teach and superintend.

1. (*b*).—The teachers are highly competent as regards literary acquirements; their method of instruction is judicious and energetic, and they show considerable skill and tact in school management.

2.—The course of instruction is of very satisfactory extent, especially when the extreme youthfulness of the pupils is considered. I found three children reading the boys' fifth book. Grammar and geography are regularly taught; home lessons, in these subjects, being learned by third and higher classes. The more advanced pupils answered well in derivations. The power of reading with facility is acquired at a very early age by those who attend school with fair regularity.

3.—The infants, constituting the chief part of the attendance, are managed with affectionate care and great success. Some of the pupils in fourth class are little more than "infants" in the technical sense, being scarcely eight years old.

4.—Sixty-three per cent.

5.—There is a slight amount of proficiency in singing by ear; a lesson being given about once a fortnight by a lady visitor. No other extra branch.

6.—Great attention is devoted to needlework, which the children commence before they have well emerged from babyhood. The results of this training are excellent.

7.—Orderly habits, and good manners, are acquired infallibly by those who attend school even tolerably well. The moral tone of the school is very good.

8.—One hour per day is devoted to religious instruction; the arrangements are punctually observed.

9. (*a*).—At

9. (*a*).—At this inspection (my first), I have found only two of the four paid monitors in attendance, the other two being ill. The answering of the two, whom I examined, was creditable; very much so, in the case of the senior paid monitress.

9. (*b*).—They are found to give very effective aid in the teaching of junior classes.

9. (*c*).—They are taught for half-an-hour before the regular school-hours, and for 1½ hours with the advanced classes. They also write at home exercises in parsing, &c., which they submit to the lady who teaches them.

9. (*d*).—Their answering at the annual examinations, held by my predecessor, appears to have been creditable, as "gratuities" for their instruction were awarded in successive years.

10.—The Board's rules are duly observed by the conductors.

11. (*a*).—One principal school-room, and two class-rooms, afford space for 213 children.

11. (*b*).—The large school-room is very suitable, as are also the play-ground and offices. The class-rooms are not sufficiently ventilated, having windows in front only, and low ceilings.

11. (*c*).—The cost of house and offices, taking the Board's scale as a standard, but making deduction on account of the inferior character of class-rooms, may be estimated at 400 *l.*

12.—A remarkably full supply of maps and other apparatus (4 *l.* 10 *s.* worth), purchased from the Commissioner's store, and a considerable quantity from Kildare-place, the cost of which cannot now be ascertained. Shop and tradesmens' bills to the amount of 80 *l.* 19 *s.* for repairs and improvement of premises, painting; clothing, as rewards for the poorer children, &c., were shown to me at the school. An expense of nearly 10 *l.* per year is incurred for books, toys, &c., given as premiums.

13.—The school is invaluable, in its crowded neighbourhood, from its success in attracting very young children. There is but little destitution in the locality. Parents of the ruder and more careless class, however, are induced to send their children hither, who would most probably neglect sending them to lay-teachers.

14.—This school was at first taught by a lay school-mistress. It was first put under the Board in 1854; and in 1856, it was transferred to the Sisters of Mercy. The convent schools here, and at Kingstown, Dalkey, &c., have, in effect, superseded all lay-schools for the Catholic poor, by the very fact of their establishment, the strong religious feelings of the people sufficing to ensure the transfer of children to the care of the nuns.

15. A.—Compared with the ordinary girls' schools of the district, taken as a body, this school is, in my judgment superior as regards the instruction of the higher classes; equal in other particulars of literary instruction.

15. B.—Superior in regard to the judicious treatment of large numbers of infant pupils.

15. C.—Equal in respect to the practice of singing.

15. D.—Altogether superior in the amount of attention given to industrial teaching, the regular supply of materials, and the effectiveness of this instruction.

15. E.—Superior to the ordinary schools, in its efficiency, for moral training.

15. F.—Superior in the degree of importance assigned to religious instruction, and in the qualifications of the instructors.

15. G.—On a par with the other schools in reference to observance of the Board's rules.

15. H.—Superior so far as the principal school-room, the play-ground, and out-offices are concerned; class-rooms not suitable; were built for the former lay teacher's residence.

15. I.—Markedly superior as to sufficiency of educational apparatus.

15. K.—Greatly superior in its efficacy, for the extension of education, to the greatest possible number of the children of the lower order.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental Visits - - -	–	1	–	–

17.—Rather unfavourable.

18.—This school is not immediately attached to the convent in which its teachers reside, and while it is quite open to children, persisting in their attendance, to attain here to the highest degree of literary acquirement for national school girls, the school is in the main one for infants. The schools at Kingstown and Dalkey being within the precincts of the respective convents, would appear to have greater attraction for the children, who are old enough to walk some distance without inconvenience. Since it was taken up by the nuns in 1856, it has not furnished any young teachers to other schools, and thus I have no means of tracing its influence beyond its own locality. There, however, it has clearly been the instrument of bringing a large accession to the ranks of national school children. It has, in fact, doubled the number of such school children in Glasthule, for it appears from the Commissioners twenty-second Report, Volume I., that the daily average attendance at the boys' and girls' schools for the half-year ended 30th September 1855, amounted to 39 and 58 respectively; 1855 being the year preceding the transfer of the girls' school to the sisters of mercy; whereas, for 1863, the average attendance of pupils was 35 in the boys' and 149 in the convent school; the increase, then, has been from 97 (average) to 184. The comparison must embrace the male school as 20 or more little boys are taught by the nuns.

(signed) *B. MacSheehy*, District Inspector.
(Roman Catholic.)

9 June 1864.

County Dublin, Roll No. 7546.

GOLDEN BRIDGE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 3 June 1864 :—Manager, Mrs. Kirwan, Golden-bridge.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequel.	Third Class.	Fourth and Higher Classes.	TOTAL.
569	247	113	39	22	18	28	220
Average Age - - -		4·9	8·7	11	11·3	13·7	8

Answers to Queries.

1. (*a*).—Sufficient; there are three nuns and eight paid monitors.

1. (*b*).—Very good. The lady who has the superintendence of the school is peculiarly qualified for the various duties connected with the office.

2.—Very satisfactory.

3.—The infant school is detached from the adult school, and conducted on the most approved system.

4.—About 12 have left, and of these eight have been very fairly educated.

5.—Successful. Gratuities have been given for instruction in these branches.

6.—Very good. Several of the advanced pupils, who left for the industrial institution which is attached, are now earning 10 *s.* per week.

7.—Very good, as far as I could judge, from their bearing and conduct in the school.

8.—Satisfactory, and in strict accordance with the rules of the Board.

9. (*a*).—Very fair.

9. (*b*).—Very fair.

9. (*c*).—They receive instructions from 9.30 to 11.15 o'clock, and from 3 to 4 o'clock each day.

9. (*d*).—All earned gratuities by their good answering.

10.—Entirely satisfactory.

11. (*a*).—Quite sufficient.

11. (*b*).—Excellent.

11. (*c*).—£. 750 raised by the nuns.

12.—Good. Expense 15 *l.* 4 *s.* 4 *d.*

13.—It has been very successful in this respect, as must appear from the high attendance.

14.—A large number of pupils came from the neighbouring female national schools, when these schools were erected. About two years ago the school was held in an old house, and the attendance was then low. I was informed that no measures were taken outside the school to induce children to leave the other schools and come here.

15. A.—Far superior, as far as I had an opportunity of forming an opinion.

15. B.—Far superior, as far as I had an opportunity of forming an opinion.

15. C.—Far superior. These branches are seldom taught in ordinary schools.

15. D.—Far superior.

15. E.—Far superior.

15. F.—Far superior.

15. G.—The rules are observed in all.

15. H.—Far superior.

15. I.—Far superior.

15. K.—The superiority in this point is clear from the high attendance.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	2
Incidental Visits - - -	- -	- -	1	1

17.—Favourable.

18.—The school is not long enough established to produce any effect, beyond its immediate neighbourhood. It promises well, and I have no doubt the monitresses educated in it will prove successful and efficient teachers.

Timothy Sheahan, Head Inspector.
(Roman Catholic).

4 June 1864.

County

County Dublin, Roll No. 1149.

KING'S INN'S STREET CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Charity.

Visited 30 and 31 May 1864.—Manager, Rev. Walter Murphy, Marlborough-street, Dublin.

Total Number of Distinct Pupils on Rolls for the Year 1863	Number of Pupils in Average Attendance for the Year 1863	Number of Pupils present on Days of Special Inspection in								
		First Class.		Second Class.		Sequels.	Third Class.		Fourth and Higher Classes.	TOTAL.
		* M.	F.	* M.	F.		* M.	F.		
1,573	792	167	279	17	161	- -	13	162	133	932
Average Age - -		4·6	4·9	6·2	8·4	- -	6·8	10	12·7	7·47

* All the males are in the infant department of the school.

Answers to Queries.

1. (*a*).—Very adequate teaching power is afforded by the following staff, two "sisters" of the Community, three lay teachers paid by the Community, four pupil teachers, one of whom has her salary supplemented by the nuns to 30 *l.* per annum, 24 paid monitresses, and an efficient staff of unpaid monitresses.

1. (*b*).—The superioress who has had the management and direction of this school for many years possesses very high acquirements; she is thoroughly acquainted with the art of teaching, which appears to have been the study of her life; she is thoroughly devoted, active, and earnest, and she has succeeded in a remarkable degree in impressing the same spirit on all the teachers under her direction. The school is organised upon a plan of her own, and the results are highly satisfactory; no idleness, no listlessness, no time lost in making changes, or in getting to work when they are made

2.—Highly efficient; no branch neglected.

3.—Management and care very satisfactory; many come so young as two years; some require to have sleep, and two beds are provided for this. As to instruction, there are about 200 learning alphabet and words of two letters. There is a third book class consisting of 19 pupils, average age 6·7.

4.—The school consists of four departments; those who leave the infant and senior infant departments cannot come under this head. Those who are in Room No. 4, the highest department have reached Third Book before they enter it, and consequently have then "attained a satisfactory degree of education;" so that is only in Room No. 3 that such pupils could be found. Unfortunately the register of past years has not been preserved. Judging from the present state of the school and from those struck off for some time past, I think none leave finally without reaching Third Book of lessons, and having attained a fair amount of the knowledge required for that class. On the day of inspection there were in the school only eight who were 13 years, or above classed so low as Second Book; whereas there were of 13 years or under, 163 on Third Book, and 89 in Fourth Book. In this respect the school appears to be most efficient. The children attend with regularity, and there is comparatively little fluctuation in the higher departments.

5.—Very satisfactory. Several girls have obtained situations in consequence of their proficiency in music.

6.—Satisfactory. Girls become milliners, dressmakers, tailoresses, &c., in consequence.

7.—The habits and manners are all that could be desired.

8.—Religious instruction from 12 to 1 o'clock on Mondays, Tuesdays, Thursdays, and Fridays, on Wednesdays from 10 to 1.30 o'clock. The arrangements are observed.

9. (*a*).—Highly satisfactory.

9. (*b*).—They appear to me to be most efficient.

9. (*c*).—The paid monitresses are taught by the superioress (Mrs. Barrett) from 9 to 10 o'clock every morning in reading, parsing, geography, and arithmetic. They prepare home lessons and write out exercise books, some of which are beautifully executed; they are also taught music (vocal and instrumental), drawing, and French.

There is a class of 67 unpaid monitresses instructed by a lay teacher (Miss Gaffney), who is assisted by a pupil teacher or a paid monitress; those attend from 9 to 10 o'clock every morning. Both classes of monitresses receive three hours of consecutive teaching on Saturdays by the same teachers.

9. (*d*).—Very creditable. 43 *l.* awarded for the year 1863 for the answering of 22 monitresses.

10. Well observed. There is a modified form of "General Lessons" in use, which has been approved of by the Board.

11. (*a*). There are three school-rooms, 34 by 34 each, one 31 by 31, and two class rooms usually occupied by the pupils who are learning music. The only room in which the space is insufficient is the infant department, in which however, six square feet for each pupil are not required.

11. (*b*).—Generally satisfactory. School-room in a street where space was evidently confined; playground small; out-offices satisfactory.

11. (*c*).—The exact expense incurred cannot now be ascertained; the Board gave a building grant in the year 1834 amounting to 547 *l.*; a grant for fitting up was made in 1840 amounting to 20 *l.*. The house is vested in trustees.

12. A full supply of maps and charts; these have been provided from time to time, partly at the expense of the Community and partly by grants from the Commissioners. An organizing grant of apparatus was made some time since amounting to 18 *l.* 19 *s.* 4 *d.* A harmonium was granted value, 2 *l.* 12 *s.* Four harmoniums and two or three pianos are in use, provided by the Community.

13.—The children of the destitute classes are brought out by the inducement of bread and clothing, many of whom would not attend otherwise. About 200 get breakfast daily; bread last year cost 130 *l.* and clothing cost 90 *l.*

14.—Sometimes pupils are sent to this school from schools around it, for the purpose of learning the higher subjects which are not taught in the other schools. No agency except the superior advantages. St. Michael's and St. Paul's are most affected; 20 from St. Michael's and 23 from St. Paul's within the year 1863. This school has supplied teachers to many schools from time to time. The example of the highly efficient instruction imparted, has no doubt been affecting advantageously other female schools, and stimulating them to healthy activity.

15.—I have not had an opportunity of becoming acquainted with the "ordinary girls' schools" in the Dublin district, except to a very limited extent; but there can be no question as to the educational value of this convent school being very great; no other convent school is so highly paid by the Board, very high results have been attained, the school would contrast most favourably for itself with the best of the ordinary national schools throughout Ireland generally. In this view I may refer to the several heads.

15. A.—As efficient as the best.

15. B.—Satisfactory as to care, &c. There are few good infant schools, except the model schools, where equal attention is given.

15. C.—Much greater proficiency than in any "ordinary" school I have seen. (There is a teacher of drawing who attends from Marlboro' Street and who is paid by the Board). There is a French teacher in attendance two days each week, a class of 50 learn this subject; these branches are taught at extra hours.

15. D.—Industrial instruction is given only to the pupils in Room No. 4; in some other schools a greater proportion of pupils may be taught, but in none is the teaching more effective. A sewing machine has been lately introduced; this is not elsewhere.

15. E.—Higher than the ordinary schools.

15. F.—The school being conducted by "religious" teachers, this subject receives special attention, 7½ hours weekly are given to it, in such a way, and at such times, as to secure the attendance of all the pupils. In many of the ordinary schools, there is no attendance on the day specially set apart for religious instruction.

15. G.—Rules as well observed as in other schools;—see Query 10.

15. H.—Equally good; infant school rather crowded.

15. I.—Better supplied than in most schools.

15. K.—The superior instruction for the middle classes, and the food and clothing for the destitute, form an attractive influence which other schools do not in general enjoy.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	2
Incidental Visits - - -	3	2	2	2

Some incidental visits were paid which were not recorded.

17.—Very favourable.

18.—This school was taken into connection with the National Board at a very early date, the roll number being 1149. The effect of every well-conducted school upon education generally cannot be otherwise than favourable; in this way, this school has been beneficial both to the schools in the city and to schools at a greater distance.

The young persons who have been brought up at this school as monitors, and who have become teachers elsewhere, are likely to be found the same earnest and diligent teachers which they were when under the direction of the superioress here; she has a great power in securing constant zealous work from all connected with her. I can only speak of what such teachers are likely to be, as I have not had an opportunity of meeting any of them in charge of schools.

(signed) *W. A. Hunter*, Head Inspector.

3 June 1864. (Presbyterian.)

County Dublin, Roll No. 5600.

KINGSTOWN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Dominican.

Visited 6 and 7 June 1864.—Manager, Mrs. Maher, Kingstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
882	497	306	138	107	48	22	621
Average Age - - -		6	9	11	13	12	8·4

Answers to Queries.

1. (*a*).—There are 12 nuns in constant attendance. These are indefatigable, both in teaching themselves, and superintending the teaching of the paid monitresses. There are 12 such monitresses in all, six senior and six junior. The high attendance requires more monitresses to render the instruction of the junior classes thoroughly effective.

1. (*b*).—Their acquirements are of a high order, and they have received practical instruction in method and organization from one of the Board's organizers, who visited the school for the purpose.

2.—Very satisfactory in the higher division; and in the lower division as good as could be expected, taking into account the irregular attendance of the children.

3.—They are instructed on the infant school system in two large rooms; each having a class-room attached, and all suitably furnished; the boys are taught apart from the girls.

4.—In the course of last year 15 pupils left finally; of these, seven belonged to the fifth class, and attained a good education. The remaining eight were in the fourth class, and must have attained a very fair proficiency.

5.—Very satisfactory in music, which is taught by a qualified professor. Drawing is not taught.

6.—Very satisfactory. It receives due attention from the nuns, and all the pupils are employed an hour every day at sewing, knitting, embroidery, &c.

7.—Most pleasing; all appeared clean and tidy, and observed good order, not only in the class-rooms, but on their way home from school.

8.—Very satisfactory. It is given from 12 to 12.5 o'clock, and from 2 until 3 o'clock each day, and in accordance with the rules of the Board.

9. (*a*).—Good.

9. (*b*).—Good. I heard them examine several classes, and was much pleased with the intelligence and skill which they exhibited.

9. (*c*).—They are very carefully instructed for two hours daily, and the nuns take a deep interest in their improvement.

9. (*d*).—Very satisfactory; all were awarded gratuities after the last examinations.

10.—Very satisfactory; the nuns find no difficulty whatever in strictly complying with them.

11. (*a*).—Sufficient for a larger attendance; there are five spacious and lofty school-rooms, and five class-rooms, all built and furnished in the best style.

11. (*b*).—Excellent.

11. (*c*).—Two thousand one hundred pounds, raised by the community.

12.—Well supplied in every respect.

13.—The very large attendance of very poor children shows that it has been entirely successful in this point. Were there only ordinary girls' schools, I am sure, judging from what I have seen elsewhere, one-third of the number would not attend them.

14.—There are no lay female schools in connection with the Board sufficiently near to be affected by it. The poorer children get breakfast every morning; this is the only agency employed to induce them to come to school; the others are induced to come solely by the character of the school, and the benefit they expect to derive from attending it.

15. A.—It is superior in every respect, as far as I have had an opportunity of judging.

15. B.—They are instructed here apart from the adults, and on the infant school system. There is no such provision made for them in the ordinary girls' schools.

15. C.—The instruction in music is superior, being given by a professor, who is paid by the nuns. Drawing is not taught here, nor in the ordinary schools.

15. D.—It must be superior here from the attention paid to it by the nuns, and the large number employed in superintending it.

15. E.—In this point, more has been done than could be looked for in ordinary schools.

15. F.—There can be no question as to the superiority of the religious instruction imparted by nuns, above that given by lay teachers, who alone have charge of it in the ordinary schools.

15. G.—They are observed in all the schools, and in none more strictly than they are here.

15. H.—Superior to any ordinary schools I have seen.

15. I.—It must be equal to, if not superior, to the best supplied schools.

15. K.—Independently of any relief given to the poorer children, the very name of the convent school, and the appearance of the ladies in charge of it, have an attraction for the children of the poor, that cannot be looked for in lay schools. Then, the deep interest, and the maternal concern which the nuns evince towards them, make an impression on their tender minds calculated to secure their attendance ever after.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	2
Incidental visits - - -	—	—	—	—

17.—Those left by Mr. Mahony, who had charge of the district up to 1st February last, were favourable. Mr. MacSheehy has examined the school since then, and left observations still more favourable.

18.—It has had as yet but little effect beyond its immediate neighbourhood. One girl lately left the school to take charge of the Rathdrum National School; she had spent four years here as a paid monitress. There are now in the school four monitresses who will be soon qualified to become teachers.

There are four convent schools within three miles of this, and there are seven such schools in the district; all these are in connexion with the Board, and being well attended, must exercise in their respective neighbourhoods a salutary influence in popularizing the national system.

(signed) *Timothy Sheehan*, Head Inspector.
(Roman Catholic).

11 June 1864.

County Dublin, Roll No. 729.

LORETTO CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Loretto Order.

Visited 2 June 1864.—Manager, Mrs. Somers, Rathfarnham.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
280	146	111	14	17	10	11	163
Average Age - - -		6·3	10	10·6	11	12·3	7·9

Answers to Queries.

1.—(*a*).—Sufficient; three nuns attend the whole day, assisted by three monitresses and a workmistress; three or four more nuns come for half hours.

1. (*b*).—Good; the lady in charge of the school holds a certificate of qualification from the Committee of Council on Education.

2.—The instruction is as effective as could well be expected, taking into account the poverty of the children, which causes the attendance to be very irregular.

3.—There is set apart for the purpose, a room provided with a gallery, an arithmeticon, and tablets.

4.—None for the last year, the pupils do not remain at school long enough to attain a high proficiency.

5.—Nothing to speak of; the pupils are taught to sing little songs and hymns by ear; and the practice is kept up every day.

6.—Very satisfactory; the advanced girls are expert at sewing, crochet work, embroidery, can make shirts for shops, and can cut out dresses.

7.—Good.

8.—Good;

8.—Good; it is given from 2¼ until 3 o'clock, and from 12 o'clock to 12·5 o'clock each day. The Board's rules on this point are observed.

9. (*a*).—Very fair.

9. (*b*).—Very fair.

9. (*c*).—They are instructed from 8¾ until 9¾ o'clock each day.

9. (*d*).—One only attended the annual examinations; the others are in their first year of service.

10.—Satisfactory.

11. (*a*).—There is sufficient space, though the house is only temporarily employed for the purpose. A suitable house is to be built forthwith.

11. (*b*).—Very fair.

11. (*c*).—It was not built for the purpose; it was formerly used for stables. I could get no return of the expense of the alterations.

12.—There are no charts; it is supplied in other respects; expense, 10 *l.*

13.—The poorer children get dinner every day, and clothes twice a year.

14.—It has not affected any, nor are any influences employed for the purpose.

15. A.—As regards the senior classes, it was equal to that given in the first class schools I have visited. The juniors did not answer so well, owing in a great measure, to irregular attendance.

15. B.—They are better attended to here.

15. C.—Much the same as regards music; there is no instruction given in drawing, either here, or in the ordinary schools, except in the Ringsend Female National School.

15. D.—Superior, except the Ringsend Female National School and the Irishtown Female National School.

15. E.—Superior.

15. F.—Superior.

15. G.—They are observed in all the schools.

15. H.—Superior to some, inferior to others.

15. I.—Much the same.

15. K.—Superior, as must appear from the the high attendance; but this may be traced in a great measure to the food and clothes that are distributed amongst the poorer children.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	1
Incidental visits - - - -	1	- -	1	- - -

17.—Very favourable in regard to the senior classes; tolerable as to the juniors.

18.—It has had little effect beyond its immediate neighbourhood, and none have left it to take charge of national schools. It has in a great measure the character of a school for the poor; and by such, with few exceptions, it is attended. There is a private school attached to the convent, which is attended by such children as can afford to pay for their tuition higher rates than are generally demanded in national schools.

(signed) *Timothy Sheahan*, Head Inspector.
6 June 1864. (Roman Catholic.)

County Dublin, Roll No. 3107.

RICHMOND CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation.

Visited 25 and 30 May 1864.—Manager, Rev. C. Rooney, Clontarf.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL
354	169	97	10	47	10	9	173
Average Age - - -		5·8	9·4	10·5	12	13·5	10·2

Answers to Queries.

1. (*a*).—Fifteen nuns and five monitors. The nuns teach in turn; three generally employed in each room. Each nun teaches from an hour to an hour and a half at a time.

1. (*b*).—Acquirements good; some of the nuns in the senior school teach very well indeed; one of them, before her entrance into the convent, was trained and classed in the central model school.

2.—In reading, grammar, writing, &c., the pupils in senior rooms are very good, but in geography and arithmetic, the junior classes are below the requirements of programme.

3.—Cleanliness, order, and religious instruction, very good, but the per-centage of those able to read is not equal to that attained in the ordinary infant schools of the district.

4.—Of 120 who were 13 or 14 years of age, and, having completed their school time, were struck off rolls, 60 were in the advanced lesson-books, or 50 per cent. attained the degree required.

5.—Singing fair; drawing not taught. It is taught in one only of the 26 ordinary girls' schools.

6.—All the pupils, except those of the lowest class, learn plain work, and about 12 learn fancy work and embroidery.

7.—Very good.

8.—11.10 to 12, and 2½ to 3, on all school days, is for religious instruction in the senior room; 11.15 to 12 on all school days, and 1.45 to 2.20 on Friday in infant room. Those arrangements are well observed.

9. (*a*).—There are five monitors; the acquirements of the two senior monitors good; of the three lately appointed, fair.

9. (*b*).—They teach reading, spelling, and the elements of arithmetic and geography to the junior pupils. It would be an advantage to have an organizer sent to the infant school. Judging from the results, the junior monitors are deficient in method.

9. (*c*).—They get half an hour's instruction daily outside school hours, and an hour on Friday within school hours. The junior monitors get also half an hour within the school time daily.

9. (*d*).—The two senior monitors were recommended by me for the highest gratuities. Those lately appointed were not awarded any.

10.—Good. There is one point, however, which is not usual in National Schools; there are coloured prints, the subjects being taken from the Old Testament, hung round the walls of the senior room, and from the New Testament on the walls of the infant school, as the History of Joseph and Abraham, the Last Supper, &c.

11. (*a*).—Quite sufficient. Each room is calculated to accommodate 170 pupils, while the average attendance in both rooms for the year ending March was 169, being the highest average attained during the last six years.

11. (*b*).—Very good; rooms large, lofty, and well lighted.

11. (*c*).—Nine hundred pounds, contributed by the community, aided by local parties.

12.—Well supplied.

13.—Eighteen of the poorest are daily fed and clothed when required.

14.—It has compelled good schools to increase their exertions to keep up a sufficient average attendance, while it has relieved schools of an opposite class of many pupils whose instruction was neglected. It has compelled both good and bad to extend their programme to branches, which but for the convent school would probably be omitted; and, to the locality in which it is placed, it is a model of cleanliness and order.

It is true it has a tendency to absorb the education of the Roman Catholic poor around, because the instruction it affords is for them the cheapest and the best; but to effect this it uses no agencies but those of which every unprejudiced mind must approve: superior accommodation, a stricter discipline, more efficient teaching, and food and clothes to the poor of their own persuasion. Those of other persuasions are but comparatively few, and having other resources do not seek assistance at the convents; but if they did, they would receive it equally with the Roman Catholics, and without any interference with their religious belief. It should be borne in mind that on the rolls of the national schools around, which now contribute to the attendance in the convent school, there are no Protestants. The question is between schools attended by Roman Catholics only; and should they not be at liberty to select the one they have found by experience to be the best?

It appears to me, that to endeavour to prevent this freedom of choice, by refusing efficient assistance to a convent school, solely because its teachers are nuns, and thus discourage and retard its progress, and bring it down to the low level of ordinary schools, cannot serve popular education, but must weaken the confidence of Roman Catholics in the system, and fill their minds with distrust, especially when it is recollected that every penny the nuns receive from the State is expended on the school.

15 (A).—This school has 30 pupils, exclusive of monitors, in the third and fourth lesson-books. Of the 26 ordinary schools for girls in this district, only four have 30 pupils in those advanced books.

15. (B).—Care and management very good, but in literary attainments below the average of the lay infant schools of the district. Only 37 per cent. of the infants able to read in second book, or in second or third section of first book, while the average of the six infant schools of the district is 51 per cent. However, here a great portion more are mere infants, unable to speak.

15. (C).—Singing is the only extra branch taught. Singing is fairly taught by qualified teachers, only in seven out of 26 girls' schools. As yet they have no harmonium here, but they are most anxious to procure one. One of the nuns sings very well, and instructs the senior pupils; one of the monitors the infants.

15. (D).—Plain work chiefly. It is taught daily for an hour to all in the senior room. The materials are regularly supplied by the nuns. Scarcely any of the lay ordinary schools have a regular supply. In most of them it depends on what the pupils chance to bring, and frequently very few bring any.

15. (E).—In this respect it surpasses the ordinary schools. The girls educated by nuns are easily distinguished by cleanliness and neatness of dress, and by their modest demeanour.

15. (F).—In this respect it surpasses the ordinary lay schools. More time is given to prayer

prayer and catechetical instruction. Their duties are explained and their minds awakened; while generally, in the ordinary schools, the catechism is merely learned by rote, and taught by some senior girls.

15. (G).—Good as in any of the ordinary girls' schools.

15. (H).—Better than in the ordinary schools.

15. (I).—Except the model schools, no schools are so well supplied with educational apparatus as the convent schools.

15. (K).—The children are fond of the nuns, and seem quite happy under their care. The nuns take an interest in their welfare, enquire after their families, do not insist on fees, but give food and clothes to the poorest. Lay teachers take no such interest in their pupils, and take what fees they can.

	1860.	1861.	1862.	1683.
16.—Inspections - - - -	2	2	3	2
Incidental visits - - - -	—	—	—	—

No incidental visits marked in report book.

17.—Generally favourable; but I pointed out the defects in teaching arithmetic and geography, especially in the junior classes.

18.—If this convent school did not exist, an ordinary female national school, as in Artane or Clontarf, would probably replace it; but I consider education, as conducted in the system of the National Board would not gain by the change. No Protestant attends the Artane or Clontarf schools, or any national school in those parishes. There are Established Church free schools well endowed and quite sufficient for the Protestants, and which they naturally prefer. Hence, were there an ordinary national school here, it would be attended by Roman Catholics only, while, judging from the state of the schools around, their education would be, in the most essential points, far inferior to what they receive now from the nuns, inferior in religious and in moral training, in habits of cleanliness and order, and in industrial instruction. Even in literary attainments, education would suffer by the change.

Or, take another view, let the Board withdraw all assistance, what would be the effect? The house is built; well fitted up; no large expenditure required any more; the school would go on, supported by voluntary aid; attended by Roman Catholic children only, as hitherto; its supporters might feel the injustice to which they were obliged to submit, but that would not relax their efforts to maintain the school. If it is now an object of suspicion to some Protestants, would it not be doubly so if it required no Government aid, and submitted to no State control, if it excluded the public, and allowed no inspector to examine its rules?

It appears to me that every man, no matter what his creed, who considers that the Government ought to influence the education of the people, must wish to have schools like this, in a district in which the majority are Roman Catholics, connected with whatever system is established. Therefore, I conceive the aid granted to ordinary schools should not be withheld from it. Such economy cannot diminish its influence, but may injure its efficiency as an educational establishment. It would be scarcely fair to refuse it the common means of success, and then blame it for being inefficient.

Let any stranger visit one of the ordinary lay schools for girls, and then visit the convent school, and he cannot hesitate to acknowledge the superiority of the latter.

(signed) *F. F. O'Carroll*, District Inspector.
5 June 1864. (Roman Catholic).

County Dublin, Roll No. 7029.

TRANQUILLA CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Carmelite Order.

Visited 1 June 1864.—Manager, Mrs. Fitzgibbon, Rathmines.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
273	73	42	23	4	2	- -	71
Average Age - - -		7·1	10·7	10·6	12·5	- -	8·7

Answers to Queries.

1. (*a. b*).—Not quite adequate. One nun attends constantly, and two nuns attend from 10 to 12 o'clock. There is only a junior monitress to assist. There had been a senior

monitress, who left for the traning school, and her place is still vacant. It should be supplied.

2. 3.—The nun in charge of the senior division of the school is highly qualified in every respect, and her classes are effectively instructed. The same skill has not been exhibited in the case of the junior division, and the progress of the classes forming it has not been equally satisfactory.

4.—None have attained to such a proficiency. The pupils are, for the most part, of the poorer class, and few remain long enough to rise to fourth class.

5.—No special instruction given in these branches. The pupils are taught to sing by ear.

6.—Very satisfactory as regards plain sewing, samplers, and knitting.

7.—Good.

8.—It is given every day from 12 until 1½ o'clock.

9. (*a*).—Very good.

9. (*b*).—Very fair.

9. (*c*).—She is instructed from 9¼ o'clock until 10 o'clock.

9. (*d*).—Not examined yet for the past year; she obtained a gratuity in 1862.

10.—Satisfactory.

11. (*a*).—Sufficient, even for the number on rolls.

11. (*b*).—Excellent.

11. (*c*).—I could get no return of the expense incurred in the building. The amount was raised by the community.

12.—No charts; otherwise well supplied.

13.—Twenty children get breakfast every morning, and nine get bread at mid-day.

14.—It does not appear to have affected them, and no influence has been employed for the purpose.

15. A. B.—As regards the senior pupils it is equal to that of the ordinary schools. In the case of the junior classes it is not so. This department has clearly suffered from the absence of a senior monitress.

15. C.—Much the same, except in a few of the ordinary schools where music is taught.

15. D.—There is more time allowed here for sewing, knitting, &c.

15. E.—Superior.

15. F.—Superior.

15. G.—They are observed in all the schools.

15. H.—Superior to most schools.

15. I.—Equal to some of the best supplied.

15. K.—The food given in the morning and at midday must attract many poor children. Then, there is the *prestige* of the "Convent National School."

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	2
Incidental visits - - -	—	—	—	—

17.—Favourable.

18.—It is not felt beyond its immediate neighbourhood; the children attending it are, as I have already stated, of the poorer class, and cannot remain sufficiently long at school to attain a high proficiency. One left last year for the Central Training School, after having served four years as senior monitress. At the close of the training course she was classed 3[1], but she has not got an appointment to a National School.

(signed) *Timothy Sheahan*, Head Inspector.
7 June 1864. (Roman Catholic.)

County of Dublin, Roll No. 6742.

WARREN MOUNT CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Carmelite.

Visited 25 May 1864.—Manager, Rev. M. Keogh, Balbriggan.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
900	256	154	69	61	23	34	341
Average Age - - -		6	10	9	11	12	—

Answers to Queries.

1. (*a*).—This consists of six nuns and the following paid monitresses: M. Logan, M. Brett, Mary Harris, E. Beahan, M. Broe, E. Bolger, E. Courtney, M. Dunn, M. A. Poynton,

Poynton, T. Tyrell, Mary A. Hayden; and those paid by the nuns, viz:—M. Gregan, M. Sheridan, assistants; C. Sullivan, work mistress, and two monitresses, M. Hill, and E. Bourke.

1. (*b*).—Respectable.

2.—Very fair.

3.—Under management of Mary Sheridan and one paid monitress, together with general supervision of nuns.

4.—For the last few years I consider the proportion would be about one-third of those who have left this school from the third and higher classes.

5.—Music has not as yet been taught here. The drawing, judging from the specimens of the pupils' work, I consider very satisfactory.

6.—Plain sewing is taught with fair success; some of the ornamental sewing was very creditable.

7.—The nuns say they see the greatest possible difference in favour of the children who are taught here, as compared with those who come from other schools, in order, manners, and moral training.

8.—One hour daily on the first five days of week; two hours on Saturdays. This arrangement is duly attended to.

9. (*a*).—Very fair.

9. (*b*).—Very fair.

9. (*c*).—While a monitress is teaching a class, a nun stands by to observe how the former performs her duty. Once in each week the monitresses adopt a course of mutual examination of each other in grammar, geography, &c.; this tests their acquirements, and excites their emulation.

9. (*d*).—Very fair.

10.—Well attended to.

11. (*a*).—There are three apartments dedicated to this school, the general school, the infant, and the industrial; the first was rather crowded this day. The nuns are contemplating the erection of another room, which will be devoted exclusively to the examination of the classes.

11. (*b*).—Very good.

11. (*c*).—In years 1857 and 1858, the nuns expended in buildings and improvements 418 *l*. Every three years the painting, slating, &c., costs them about 26 *l*.

12.—Twenty-eight pounds for the last three years.

13.—Gratuitous instruction; paying the children whatever sums their industrial labour produces, and occasionally giving food and clothes to the more necessitous. These necessarily have the effect contemplated in Query 13.

14.—I am not aware of any other influence than that stated in answer to the Query last-mentioned.

15. A.—Generally fair; on one occasion I found it my duty to report against the literary department of this school, as to the progress of the pupils. Since then I consider it has improved.

15. B.—Under the special care of an assistant teacher and a monitress, and the supervision of a nun. In the ordinary schools, the care of the infants is generally entrusted to a monitress, except in infant schools, where a mistress is specially appointed.

15. C.—Drawing is rarely taught in the ordinary female schools. The progress in drawing is much in favour of the convent schools.

15. D.—The industrial instruction is very good in several of the ordinary female schools; but in those of convents, having a greater staff of teachers, they are enabled to give a larger portion of time to this branch; hence the excellence of the latter.

15. E.—I consider the moral training of all our schools very good indeed; but when it comes from a class of ladies who, from various causes, hold a deep influence over the minds of their pupils, that lay teachers however correct cannot be expected to have; hence this training in convent schools is considered the most effectual.

15. F.—To this branch there is as much time devoted in the ordinary females schools, as there is generally in those of convents; but from the same causes as are mentioned in answer to E, the same results may be expected.

15. G.—I consider that the rules of the Board are as carefully attended to, with very few exceptions, in the female ordinary schools, as in those of convents.

15. H.—Generally speaking, the school-room accomodation is much better in this school than in the ordinary female schools.

15. I.—I would give the same answer to this Query as I have already given at Query H.

15. K.—I would give the same answer to this as I have given to Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	—	—	—	—

17.—Favourable; excepting the case adverted to in answer to A.

18.—I consider the effect of this school on education generally in the district as very valuable.

(signed) *W. MacDermott*, Senior District Inspector
(Roman Catholic.)

28 May 1864.

County Fermanagh, Roll No. 7497.

ENNISKILLEN No. 2 CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30 and 31 May, 1 and 2 June 1864.—Manager, Mrs. M. E. Walshe, Enniskillen.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
327	148	68	21	40	17	5	151
Average Age - - -		5·3	6·6	10	11·5	12	—

Answers to Queries.

1. (*a*).—Eight nuns, a lay workmistress, three senior and two junior monitors constitute the teaching staff. Bearing in mind that the nuns are constantly engaged in the school from half-past nine to half-past three, and that the number of pupils present rarely exceeds 150, the teaching power is clearly beyond what the Commissioners require, viz., one teacher for every 40 pupils.

1. (*b*).—The nuns are well-educated ladies, and thoroughly experienced in the instruction of youth. Their method of teaching is satisfactory, and well calculated to win the hearts of young persons; their schools are admirably organized and provided with books, stationery, and educational apparatus.

2.—Satisfactory progress has been made in reading, penmanship, writing from dictation, and needlework. In other subjects, especially in arithmetic, the general answering of the classes was not quite up to the requirements of the school programme.

3.—Three nuns and two paid monitresses are exclusively engaged in conducting the infant school, which is now in a very efficient condition. One of the nuns has special qualifications for teaching infants; owing to her ability and zeal, very successful results have been secured.

4.—Of 199 pupils that have finally given up attendance at school, 52·5 per cent. read in third or higher class books, and 47 per cent. belonged to the junior division, and could not read in any book above sequel.

5.—Twenty-five pupils are taught singing; as yet they have made but slight progress in the theory of music, although they sing some pieces with considerable taste and accuracy. I heard seven pupils play, on the piano, a few elementary airs.

6.—The industrial class is perhaps the best feature in the school. Every child above nine years of age is required to attend the sewing class, which is conducted by a nun and a lay workmistress; one hour and a quarter is the time allotted for sewing. Fancy needlework has not been altogether discouraged, but it occupies a very secondary place as compared with plain work. The sewing class on the day of my visit consisted of 63 pupils, who were occupied as follows:—31 sewing, 16 knitting, 12 sampler-work, four embroidery.

7.—Nothing can be more satisfactory than the moral training of the pupils, as evidenced by their habits, manners, and general conduct.

8.—Prayer from 9.55 till 10 and from 3 till 3.5; catechetical instruction, terminating with prayer, from 11.30 till 12. The arrangements, for giving religious instruction, as specified in the "Time Table," have always been scrupulously observed.

9. (*a*).—The acquirements of two of the senior monitors and of one of the junior monitors are superior to those of young persons filling a similar position in an ordinary national school.

9. (*b*).—They give considerable assistance in conducting the junior classes. The attainments of one senior and one junior monitor are of an inferior character; their services as junior instructors are of comparatively little value.

9. (*c*).—They receive on five days of the week one hour's special instruction from the nuns.

9 (*d*).—Per-centage:—

9. (*d*).—Per-centage :—

Senior Monitresses.	Per Centage in							Totals.
	Reading.	Spelling.	Lesson Books.	Grammar.	Geography.	Writing.	Arithmetic.	
Catherine Maguire -	93	100	31	44	45	92	83	66·7
Mary Higgins - -	86	63	62	74	63	75	51	65·1
Rose Lilly - -	59	67	9	67	33	75	48	47·9

Junior Monitresses. { Mary McHugh.—General answering, except in arithmetic and geography, very good.
Jane Durnan.—Made a poor examination.

10.—Two or three of the pupils wear small Greek crosses. It will be for the Commissioners to decide whether they regard this as a breach of the rules. I have to add that in other respects the rules of the Board are observed.

11.—There are in all 1,470 square feet in the three schoolrooms, which, assuming the average at 150 pupils, gives very nearly 10 square feet for each pupil; that is two square feet per pupil above what is required by the Board's regulations.

11. (*b*).—Very suitable in all these respects.

11. (*c*).—Between 400 *l.* and 500 *l.*

12.—The schoolrooms are abundantly supplied with maps, charts, apparatus, and usual school requisites, in providing which an expenditure of some 30 *l.* has been made.

13.—The nuns belongs to the order of the Sisters of Mercy, in which capacity they frequently visit the sick and dying belonging to the most destitute classes. During these visits they turn to good advantage the opportunities which occur of inducing parents, hitherto careless about the education of their children, to send the latter to school. But these poor children must generally be supplied with some articles of clothing before they can attend school; this the nuns accomplish by means of their industrial school. One of these ladies, thoroughly acquainted with the facts, told me that most of the poor children referred to are so scantily clad that they could not, with decency, appear in the street, still less could they attend a public school. It was easy to distinguish them from their better-circumstanced schoolfellows by their pinched features, sallow complexion, and hard-worn looks. I am perfectly satisfied that they would have been brought up in iguorance, perhaps vice, but for the generous efforts of the nuns to rescue them from their miserable position.

14.—It has reduced, perhaps by one-half, the attendance at the Enniskillen Female National School. But it has in no way affected any other school in or around Enniskillen. No special influence that I know of has been used to induce parents to send their children to the convent school, which has always been largely attended, because of its extreme popularity with the Roman Catholics of the town.

15. A.—There are but six ordinary girls' schools in the Enniskillen district, in two of which the instruction imparted is fully equal, perhaps in some respects superior, to that given in this convent school. The other girls' schools in the district could not for a moment be compared with the convent school as to the efficiency of general course of instruction.

15. B.—There is no infant school in the district, nor has any special provision been made for the instruction and moral training of very young children in the ordinary national schools. The reverse, as already stated, is the case in the convent school, where the infants receive the utmost care and attention from the teachers selected for the discharge of that duty.

15. C.—The pupils attending the convent school are taught singing, but in the other girls' schools in the district this advantage does not exist. Drawing is not taught in the convent school, nor in any other school in the district.

15. D.—The industrial instruction given in the convent school exceeds, both in character and amount, that given in the girls' schools belonging to the district.

15. E.—I believe the influence and example of the nuns operate most beneficially on the minds of their pupils, whose steadiness, modesty of demeanour, and general bearing impressed me most favourably, and to a much greater extent than in the ordinary national schools which I have inspected.

15. F.—The character of the religious instruction given in the nuns' school is substantially the same as that imparted in other national schools taught by Roman Catholics, and under Roman Catholic managers. But I think it highly probable that religious instruction, imparted by members of a religious community, makes a stronger impression on childrens' minds than religious instruction given by lay teachers.

15. G.—Generally speaking, the Board's rules are observed in all national schools with equal exactitude and good faith.

15. H.—Much superior to that of the ordinary national schools in the district.

15. I.—Ditto.

15. K.—The nuns mix so intimately with the poorer classes, and are so intimately acquainted with their wants, feelings, and peculiar views, that they exercise over them a potent influence wholly beyond the influence of the ordinary lay teacher. It cannot be questioned that very many miserable children now receiving a good education, and in whose

whose minds principles of religion and morality have been fostered, would have remained in ignorance and hopeless neglect but for the timely exertions and salutary influence of the nuns.

	1860.	1861.	1862.	1863.
16.—Inspection - - - -	5	3	4	4
Incidental visits - - -	—	—	—	—

17.—Favourable in some respects. He believes that the advanced classes have not made adequate proficiency in arithmetic, geography, and grammar.

18.—This convent school, consisting of three separate departments, an infant school, a preparatory school, and a school for the more grown girls, is situated in one of the most Protestant counties of Ireland, and does not, therefore, exercise much influence on education beyond its own immediate sphere of action in the town of Enniskillen. I have to add that there are very few elementary schools belonging to any society under the charge of female teachers in the County Fermanagh, and those that have been established are poorly attended, and, with some trifling exceptions, are under the charge of Protestant teachers. Consequently, the nuns have not trained and sent out any of their own pupils to act as teachers in the Enniskillen or adjacent districts. But they have done much to raise the standard of education in Enniskillen by introducing singing, and by establishing an industrial class remarkable for the ability and success with which it has been conducted. This laudable attention to so essential a branch of female education, the special provision made by them for the instruction and training of their infant pupils, and, lastly, their great moral influence over the hearts and minds of their pupils, are the main characteristics of this convent school, which give it, in the opinion of Roman Catholics of all classes, a position and a degree of excellence which they do not usually attach to an ordinary elementary school conducted by lay teachers. The attendance at the convent school is consequently larger and more regular than in the ordinary national schools, and for this additional reason: when the nuns find that any one of their pupils has been from school for some days, they inquire into the cause of absence, and generally employ the monitresses, or some of the more grown girls, to ascertain the facts. Parents, more especially those belonging to the humbler classes, are pleased to find that persons filling a high and respected position take a deep and sincere interest in the well-being of their children. They are consequently forced, as it were by feelings of thankfulness and gratitude, to see that their children attend school as regularly as their circumstances will permit. The ordinary national teachers would do well to follow so good an example. As it is, they seldom trouble themselves about the causes which keep their pupils from school, and hence (to some extent at least) the more irregular attendance at their schools as compared with that at most convent schools. I conclude by stating that nearly one-third of the number on the rolls of this convent school consists of poor children who could never be got to attend the ordinary national school in the town. Besides, this school affords accommodation for 80 or 90 pupils at the very most. Bearing in mind that the average attendance at the convent school amounts to 150, I conclude that it has been the means of extending national education among that very class for whose benefit the State has made large educational grants.

(signed) *J. G. Fleming*, Head Inspector.
(Roman Catholic.)

4 June 1864.

County Galway, Roll No. 6839.

BALLINASLOE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 24 and 25 May and 3 June 1864.—Manager, Rev. M. Greene, Ballinasloe.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
643	325	175	90	57	21	11	354
Average Age - - -		6	8·1	10·4	12·2	12·7	7·7

Answers to Queries.

1. (*a*).—Scarcely sufficient. Five or six ladies are employed in the schools all day, and five others about an hour or an hour and a half.

1. (*b*).—Organizing

1. (*b*).—Organizing skill very considerable, in the head of the establishment at least; method of teaching, so far as I could judge from results, good; acquirements, I presume, good.
2.—In reading and penmanship, very good; in arithmetic and geography, middling; in grammar and writing from dictation, fair; in needlework and music, very good.
3.—Very good.
4.—Of the pupils who left school in the years 1862 and 1863, 36 had reached 3d class.
5.—Singing very good; no drawing.
6.—Very good.
7.—Excellent, so far as I could observe.
8.—Before secular instruction, after it, and at noon.
9. (*a*).—Fair on the whole; very good in reading and writing.
9. (*b*).—Very useful when acting under the immediate directions of the teachers.
9. (*c*).—They are specially instructed by one of the nuns, and superintended by the nuns at their classes.
9. (*d*).—Creditable to their instructors, to whom gratuities were awarded.
10.—I believe they are observed.
11. (*a*).—Ample.
11. (*b*).—Excellent.
11. (*c*).—Stated to be 1,200 *l.*
12.—Ample. Apparatus, 23 *l.* 5 *s.* 4 *d.*, books, 50 *l.* 7 *s.*, since 1856.
13.—The school commands a very large attendance. I cannot say whether many of the children would attend no other school, there being no other female national school within their reach.
14.—There is no lay female national school within three miles of it. There are schools not connected with the Board, into whose circumstances I had no power to inquire.
15.—Knowing little of this district, I compare this school with those ordinary schools I have examined in other districts.
15. A.—In reading and penmanship, equal to the best; in grammar, nearly equal; in arithmetic, inferior; in geography, also inferior, but less so; in dictation exercise, equal in the quality of instruction given to the highest class; inferior in that given to the middle class; and still more so in the number of pupils instructed. In all respects, the efficiency of the instruction is superior to that given in medium ordinary schools.
15. B.—Equal or superior to the best.
15. C.—Music is taught very successfully in this school; I believe it is not taught in any of the ordinary national schools in the district.
15. D.—Equal to the best; superior to nearly all in the supply of materials.
15. E.—Equal to those in which I have noticed no defect.
15. F.—Ditto.
15. G.—Ditto.
15. H.—Equal in quality to the vested schoolhouses; much larger.
15. I.—I think no school in the district has a better supply.
15. K.—Inferior to none; superior to most.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	2	3	3
Incidental visits - - - -	–	–	2	–

17.—Very laudatory.
18.—Having a very limited and recent acquaintance with this district, I am not able to give a decided opinion on this point. If the good order, industry, neatness, cheerfulness, and attention to the programme seen in this school, were imitated by all others, the effect would be excellent. Four teachers of ordinary schools were pupils in this, but I am not acquainted with them nor with their character.

(signed) *James Patterson*, Head Inspector.
4 June 1864. (Presbyterian.)

County Galway, Roll No. 6839.
BALLINASLOE FEMALE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.
Visited 25 May 1864.—Manager, Rev. M. Greene, P.P., Ballinasloe.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
643	325	175	90	57	21	11	354
Average Age - - -		6	8·1	10·4	12·2	12·7	7·7

Answers to Queries.

1. (*a*).—Adequate. Five of the community take part in instructing the pupils, and are assisted by nine paid monitresses.

1. (*b*).—Acquirements evidently of a high order. Method of teaching animated and intelligent. Organization of school unexceptionable.

2.—Very satisfactory in nearly all the subjects of the school course; the senior classes not quite up to standard in geography.

3.—Everything that could be desired.

4.—64·3 per cent. of those finally struck off have reached the third and higher classes.

5.—Music well taught. Nearly all the pupils sing pleasingly by ear, and the more advanced have made fair progress in the theory of the subject; no other extra branch taught.

6.—Satisfactory. All capable of learning needlework; receive instruction in the more useful branches; fair progress made.

7.—Very satisfactory, so far as my own experience, and the remarks I have incidentally heard from residents of the town, enable me to judge.

8.—From 2½ to 3¼ on Wednesday, and from 11.25 to 12 o'clock on Monday, Tuesday, Thursday, and Friday; these arrangements are observed.

9. (*a*).—Well qualified.

9. (*b*).—Very efficient, judging by results.

9. (*c*).—Besides receiving instruction with the ordinary pupils during the regular school hours, in the higher branches of the school course, they receive extra or special instruction for three-quarters of an hour daily.

9. (*d*).—Very favourable. The gratuity allowed by the Board for their efficient training awarded in almost every case.

10.—No violation of rule known to me.

11. (*a*).—More than sufficient.

11. (*b*).—Nothing left undone to make the school-rooms as healthy and convenient as possible.

11. (*c*).—£1,200.

12.—An ample supply of all useful articles of this kind provided at a cost of 23 *l.* 5 *s.* 4 *d.*

13.—Judging from the number of girls attending this school, as compared with the number attending ordinary national schools in towns of nearly the same size, in which there is no convent school, I am of opinion that it exercises a decided effect in reaching the children of those parents who, from want of means to provide them with clothing, are disinclined to send them to ordinary national schools.

14.—I cannot discover that it has any positive effect whatever upon schools already in existence. It is, however, probable that the opinion entertained here by the middle and humbler classes, as to the superiority of the education given in convent schools, would operate prejudicially against the establishment of any new female schools within a short distance; I know of no other agency.

15. A.—Equal to the best; superior to the average.

15. B.—Decidedly superior.

15. C.—These branches are not taught in any of the ordinary female national schools in this district, hence no comparison can be drawn.

15. D.—Needlework appears to be more carefully and efficiently taught, and to a larger proportion of the pupils.

15. E.—Superior.

15. F.—Superior.

15. G.—So far as official records and my own experience enable me to judge, this school would compare favourably with any in the district, as regards observance of Board's Rules.

15. H.—Superior to any in the district, except a few of the best vested schools.

15. I.—In regularity and abundance of supply this school surpasses any of the ordinary girls' schools.

15. K.—Superior; see answer to Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections	3	2	3	3
Incidental visits	2	2	2	—

17.—Very favourable.

18.—The short time I have been in charge of this district (only four months) does not afford me sufficient data for any extended remarks under this head. Supplementing my limited experience by a reference to the District Records, I think that this school has been serviceable to the cause of education generally by the large number of children educated therein, and to the National System of Education by supplying a number of fairly qualified teachers to fill up vacancies arising in ordinary female national schools.

(signed) *Geo. F. O'Neill,*
2d Class District Inspector.
(Roman Catholic.)

4 June 1864.

County Galway, Roll No. 1016.

GALWAY MONASTIC NATIONAL SCHOOL.

Name of Order, Institute, or Community.—Monks of St. Patrick.

Visited 27 May 1864.—Manager, Rev. George Ussher, P.P., Galway.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
945	407	178	49	83	34	20	364
Average Age - - -		7·8	10	10·7	11·8	14·7	9·6

Answers to Queries.

1. (*a*).—Only four monks, under the supervision of the principal; four senior monitors and five juniors, with about twenty unpaid monitors, to whom extra instruction is given.

1. (*b*).—Acquirements satisfactory; method and skill very fair.

2.—Judging from individual drafts, I would say satisfactory. A large proportion of the pupils, however, are very irregular in attendance, and consequently in a backward state.

3.—There is no infants' department, which is much to be regretted, and the little ones cannot receive the care and attention desirable.

4.—Sixty-five per cent. have reached third-book class, or above.

5.—Music and drawing are not taught. A fair course of geometry, algebra, mensuration and book-keeping is taught to all who require it.

6.—None given.

7.—Satisfactory, when the class of children and home influences are considered. Tidiness it is difficult to enforce on such as the majority; but both by precept and example truthfulness and good manners are inculcated.

8.—Roman Catholic catechism and prayer are taught on five days, from half-past two till half-past three, and prayer for five minutes at noon. Arrangements strictly observed.

9. (*a*).—Pretty good.

9. (*b*).—Fair.

9. (*c*).—They receive one hour's instruction daily out of school, and an hour and a half with senior pupils.

9. (*d*).—Record of all fair but one, and he has been dismissed.

10.— They are observed in their integrity.

11. (*a*).—Space for 1,000; average 409.

11. (*b*).—Fair, considering that it is in the centre of the old part of the town.

11. (*c*).—£. 1,300 originally. It was erected by the late R. C. "warden," and is kept in repair by the community.

12.—A fair supply. Part free stock, the remainder purchased by the monks.

13.—Very many, probably one-half, would not attend an ordinary school. They are attracted here by the influence of the monks, the repute of the school, the recommendation of their clergy, and the very poor by the material consideration of breakfast and clothes.

14.—I cannot say that it has affected any of them, as it was the first in the neighbourhood placed in connection.

15. A.—In many points it ranks with 1st class schools; taken as a whole, 3d class.

15. B.—In this respect it contrasts rather unfavourably, as one-half the school is in first class, and left principally to monitorial teaching.

15. C.—Equal to first class schools in mensuration, geometry, algebra, and book-keeping, as taught to a few.

15. D.—None given.

15. E.—Superior to the ordinary schools when the class of pupils is considered.

15. F.—Superior.

15. G.—Equal to any; they are observed universally through the district.

15. H.—Greater area than in any other school; twice that required at six square feet per pupil.

15. I.—Better supplied than the ordinary schools.

15. K.—It has much the advantage, as the monks visit, and are favourably known among

among the poorer inhabitants from whom the attendance is drawn, and supply food and clothing to a considerable number.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	1	3	1
Incidental visits - - - - -	–	–	–	–

17.—Tolerable only.

18.— The effect is almost limited to its own circle; many of the pupils, however, would receive no literary instruction but for this school; to this extent it increases the number of recipients of an education suited to their wants.

It is difficult to have school-keeping of a high order where the pupils are principally of the lowest class, and the proportion of teachers as one to a hundred.

Up to the present but little has been effected in supplying the agents for the carrying out of education, as will be seen by the following list of situations procured by pupils leaving it since 1857, from which it appears but three entered the service of the Board; but it is to be hoped that its future shall in this respect be more satisfactory, as senior monitors shall be appointed, who will become attached to the profession of teaching.

As a school, *per se*, it is eminently useful in gathering in the poor children who would otherwise receive no education; it also affords a course in higher branches to a few, but it has failed to supply the number of teachers to national schools that might be expected.

(signed) *Alexander J. Simpson,*
Second Class District Inspector.

31 May 1864. (Presbyterian.)

PUPILS who have procured SITUATIONS from GALWAY MONASTIC NATIONAL SCHOOLS since 1857.

NAME.	NATURE OF SITUATION.	NAME.	NATURE OF SITUATION.
ard Daly - -	Constabulary force.	Thomas Bannon - -	Messenger in stationer's.
es Malley - -	Postman.	John Bowens - -	Cook.
hael Lenesey - -	Clerk to the A. R. M. S. N. Company.	Denis Kelly - -	Porter.
		Dermott Jennings -	Cook.
ry Kenny - -	Clerk in a brewery.	P. Connolly - -	Porter.
ck Flynn - -	Clerk in a foundry.	Martin Halloran - -	General servant.
Brennan - -	Clerk of income tax.	James Mannion - -	Porter in a bakery.
Spelman - -	Clerk in the post office.	Richard Burke - -	Messenger in a gunsmith's.
nas Cloherty - -	Clerk in gas works.	John Dogherty - -	Messenger.
r Kiernan - -	Miller.	John Greany - -	Waiter.
r Finnerty - -	Turnkey.	Joseph Glynn - -	Footman.
nas Holland - -	Clerk to an attorney.	Martin Warde - -	Porter.
ick Irwin - -	- - ditto.	William Noone - -	Assistant, paper manufactory.
Dillon - - -	- - ditto.	P. Quigley - - -	General servant.
ick Bodkin - -	Wine merchant's assistant.	P. Kenny - - -	Messenger in draper's.
hael O'Neil - -	Clerk to an attorney.	M. Steward - - -	Porter.
inick Ralph - -	Pawnbroker's assistant.	William O'Neil - -	General servant.
n Roche - -	Preparing for priesthood.	P. Eardley - - -	- - ditto.
ard Connell - -	Postman.	P. Nally - - -	- - ditto.
ick Mongovan -	Constabulary force.	A. Whelan - - -	- - ditto.
nas Prendergast -	National teacher.	W. Burke - - -	- - ditto.
ick Forde - -	Clerk in corn store.	Thomas Warde - -	Porter.
Costello - -	Clerk.	W. Belton - - -	Waiter.
is O'Brien - -	Telegraph clerk.	Thomas Hurney - -	Apprenticed in a brush factory.
ley Sydon - -	Clerk in bakery.	Michael O'Brien - -	Messenger.
M'Gann - -	Paid monitor.	Martin Lee - - -	Pawnbroker's assistant.
iel O'Connell - -	- - ditto.	B. Barrett - - -	- - ditto.
éis M'Donogh -	National teacher.	Thomas Cahill - -	Porter.
es Canavan - -	Pawnbroker's assistant.	P. M'Keon - - -	Assistant.
hael Connor - -	Postman.	Michael Kenny - -	General servant.
ick Sheridan - -	Preparing for priesthood.	James Molloy - -	Assistant, brush factory.
n Halloran - -	Clerk in a bakery.	M. M'Gonner - -	- - ditto.
n Curtin - -	Clerk in a porter's store.	Thomas Thornton -	Messenger.
n Kearney - -	Grocer's assistant.	Jas. Greay - -	Porter.
nas Delaney - -	Clerk in a timber yard.	Jno. Malley - -	Assistant in brush factory.
hael Connor - -	National teacher.	Pat. Barrett - -	Assistant in bakery.
Connell - - -	Clerk in a stationer's.	Martin Hannon - -	Porter.
iam Halloran -	Preparing for a sea captain.	Denis Plunkett - -	General servant.
n Wallace - -	- - ditto.	M. Molloy - - -	- - ditto.
hael Greaney - -	Victualler's clerk.	E. Finnerty - - -	Messenger in draper's.
n Rooney - -	Draper's assistant.	James Manning - -	General servant.
hael Malia - -	Clerk in bakery.	P. Brennan - - -	- - ditto.

Pupils who have procured Situations from Galway Monastic National Schools since 1857—*continued.*

Name.	Nature of Situation.	Name.	Nature of Situation.
James M'Namara -	Preparing for sea captaincy.	John Collins - -	Porter.
Patrick Barrett - -	Paid monitor.	P. Hanly - - -	Waiter.
Michael Corr - -	Schoolmaster.	Michael Giblin - -	Porter.
John O'Brien - -	- - ditto.	William M'Tighe - -	Assistant, brush factory.
James Glynn - -	Clerk in a corn store.	P. Molloy - - -	- - ditto.
John Clancy - -	Shopkeeper.	P. Concannon - -	Porter.
Ed. Mullery - -	Clerk in post office.	James Greany - -	- ditto.
Patrick Hynes - -	Wine merchant's assistant.	Stephen Dunne - -	General servant.
John Meehan - -	Pawnbroker's assistant.	Stephen Hosty - -	Footman.
James Meagher - -	Grocer's assistant.	P. Bowens - - -	Rope maker.
William Francis - -	Paid monitor.	Morgan Forde - -	General servant.
John Reid - - -	Preparing for sea captaincy.	Stephen O'Donnell -	- - ditto.
John M'Donough - -	Bakery assistant.	Thomas Haverty - -	Porter.
Martin Malia - -	- - ditto.	John Moran - -	General servant.
P Kilaghan - -	Waiter.	P. Scully - - -	- - ditto.
John M'Donough - -	Preparing for sea captaincy.	P. Nester - - -	- - ditto.
M. Lynch - - -	Shopkeeper.	P. Flaherty - - -	- - ditto.
James Egan - -	General servant.	Thomas French - -	Waiter.

County Galway, Roll No. 8195.

Gort (No. 2) Convent National School.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 27 and 30 May 1864.—Manager, Mrs. M. A. Doyle, Gort.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
437	272	214	54	21	23	1	316
Average Age - - -		5·3	7·7	10·4	12·8	17	6·7

Answers to Queries.

1. (*a*).—Six ladies to an average daily attendance throughout the year of 274 pupils, rising some months to 330; scarcely sufficient teaching power, even with the assistance of a staff of monitresses.

1. (*b*).—Having neither examined nor seen the ladies teaching (as they desire to be judged by the results only), I can only form an estimate of their acquirements and method by those results reported below, which are above the average that I have found in ordinary national schools in such important branches as reading and penmanship. Their organizing skill is very considerable.

2.—Instruction in reading, writing, vocal music and needlework highly satisfactory; in arithmetic not good, only 30 pupils succeeding in simple subtraction, nine in division of money; in writing from dictation there is a deficiency of practice or of careful supervision in the middle classes, the second class having made a very fair commencement; in grammar and geography the instruction may be characterised as fair.

3.—Excellent.

4.—The records are imperfect. So far as can be gathered from them, 105 pupils of those who finally ceased to attend within the last five years had attained to third class. Some of those may have been reckoned twice, others may have been omitted.

5.—Instruction in music is general throughout the school, and very good, so far as it has gone, six pupils being able to sing second part, and the third and fourth classes and monitresses being able to read in time. Drawing not taught.

6.—All the girls sew plain work, and knit; 40 embroider; 24 cut out.

7.—Excellent.

8.—Imparted before and after secular instruction, and at noon.

9. (*a*).—Of the 11 monitresses three are juniors of the first year, one is a junior of the second year, five are seniors of the first year, and one is a senior of the second year. The acquirements of these are fair for their standing; the remaining one, a senior of the fifth year, appears to be distrustful of herself, as she does not attend the examinations.

9. (*b*).—The monitresses are useful in assisting to maintain order, and in keeping the younger children occupied while the teachers do the real work of teaching, as I suppose. They did not show expertness in examining their classes before me; but I should not have expected expertness in persons so young.

9. (*c*).—They are daily taught by one of the nuns.

9. (*d*).—None attended the examination in 1863. One attended in 1862, and obtained medium marks.

10.—I believe they are well observed.

11. (*a*).—Ample.

11. (*b*).—Admirable.

11. (*c*).—
12.— } The superior informs me that 800 *l.* or 900 *l.* have been expended on these.

13.—The school has a very large attendance, fully large enough for the teaching power. A large proportion of these are infants, who would, probably, not be sent to an ordinary school. The pupils are almost all received gratuitously, in order that none may be excluded by poverty. My experience, however, convinces me that attendance is larger where the instruction is not gratuitous.

14.—By the Commissioners' Report for 1858, the Gort Female School, 4791, Vested, had an average attendance of 110 pupils (girls); in 1859, the year in which this convent school was taken into connexion, the attendance at the vested school fell to 37, a few of whom were boys; in 1860 to 24, including some boys; in 1861 to 16, including some boys; in 1862 it was 27, of whom probably 18 were girls; and the attendance continues to be very small. I am not informed as to the agencies by which such influence has been brought to bear.

15. A.—Equal to the best in reading and penmanship; not equal in dictation exercise, geography, and arithmetic, nor in respect to the proportionate number of pupils instructed in grammar.

15. B.—I do not know any other school in the district in which such excellent provision is made for the care of infant pupils.

15. C.—In instruction in music unapproached, there being no other school in the district, so far as I know, in which that branch is systematically taught.

15. D.—Better supplied with materials and superintendence; equal to the best in quality of work.

15. E.—Equal to those in which I have noticed no defect.

15. F.—Ditto.

15. G.—Ditto.

15. H.—In this district there are many excellent vested schoolhouses. This convent school has larger premises than any, and as good in other respects.

15. I.—Equal to the best.

15. K.—Perhaps superior to any; certainly inferior to none.

	1860.	1861.	1862.	1863.
16.—Inspections	3	2	3	4
Incidental visits	-	1	-	1

17.—Generally laudatory of the school in all its aspects; always laudatory of it in some; and, when fault was found in some particulars at one inspection, improvement recorded at the next.

18.—I am not sufficiently intimate with the district to say positively whether this school has had any further effect on education than by giving a fair education to so many pupils as have attended a sufficient time within its walls. The programme of the National Board is followed, with more or less success, in all its branches; in some, particularised above, with very considerable success. The school has not yet been so long in operation as to have completely prepared many young persons for the office of teacher in other schools; but any pupils from this school who may be appointed as teachers of others may be expected to have acquired in it such orderly habits, such a taste for neatness and industry, and so good moral training, as to become, in those respects, valuable teachers; and to have acquired, moreover, aptitude for imparting instruction in the most indispensable branches, though not, perhaps, to be at once highly intellectual teachers.

(signed) *James Patterson*, Head Inspector.

4 June 1864. (Presbyterian.)

County Galway, Roll No. 4515.

NEWTOWN SMYTH CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 3 June 1864.—Manager, Rev. P. Daly, P.P., Galway.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Day of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
899	353	128	77	54	40	38	337
Average Age - - -		4·6	7·7	10·7	13·4	17·7	8·7

Answers to Queries.

1. (*a*).—Seven nuns, and ten paid monitresses, and a workmistress.

1. (*b*).—On the whole very satisfactory.

2.—Satisfactory. Reading, penmanship, spelling, and arithmetic, good throughout; geography, grammar, derivations, &c., well up to programme by upper classes, fifth inclusive.

3.—Admirably managed.

4.—Ninety-three per cent. have attained to either third class or above. Fifty-six per cent. of them had reached the Fifth Book class.

5.—Music well taught. Thirty can sing at sight, 41 take parts, and the singing by ear is very good. Thirty pupils learn linear drawing, and some of them execute very fairly, considering that the class has been but a year in existence.

6.—Twenty received special instruction in dress-making, embroidery, lace-work, &c. &c.

7.—Very satisfactory. The children attending are markedly superior to those of a similar class attending ordinary schools in manner and attention to neatness and order.

8.—Roman Catholic catechism and prayers are taught on five days from 12 to 12.40. The arrangement is strictly observed.

9. (*a*).—Satisfactory.

9. (*b*).—Satisfactory, and well reported of by the superiors.

9. (*c*).—They receive special instruction on five days from nine till ten, and from three till four. Also in needle-work and music with the senior draft.

9. (*d*).—Very satisfactory. A gratuity was awarded in every instance for 1863.

10.—Strictly observed

11. (*a*).—Area for 460. Average 353.

11. (*b*).—Admirable.

11. (*c*).—I could not ascertain; built by the community.

12.—Excellent. Free stocks from time to time; and harmonium, black boards, globes, charts, prints, &c., purchased by the community.

13.—A large number attend who would not go to an ordinary school, attracted by the energy and prestige of the nuns, a gratuitous education, and many of them by gifts of food and clothing.

14. A few children come from the neighbourhood of Bushy Park Female National School, three miles off. No other school affected by this.

15. A.—Superior to the majority of ordinary schools of any class.

15. B.—No ordinary infant's school in the district with which to compare it. The little ones here receive every care, and as much instruction as is suitable.

15. C.—Very much superior in music. Thirty also learn linear drawing, and have made satisfactory progress for the year during which it has been taught. This branch is not taught in the ordinary schools.

15. D.—Far superior to the ordinary schools. In addition to the ordinary plain sewing and knitting, which are admirably taught, there is an industrial school of 20 grown girls, who are taught dress and shirt-making, lace-work, embroidery, &c.

15. E.—Superior to the ordinary schools, as the natural consequence of the children associating with the Sisters of Mercy.

15. F.—Superior.

15. G.—They are strictly observed in this school, as they are generally.

15. H.—Superior in adaptation, neatness, and comfort.

15. I.—Superior to all ordinary schools in the district.

15. K.—Superior. This exists in the prestige of the school, the gratuitous education, which is of a high order, and the slight bonus in bread and clothes which the poorer children look for.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	3	3
Incidental visits - - -	—	—	—	—

17.—On the whole, favourable.

18.—The operation of this school has tended very much to increase the amount of education in the district, as it brings within its influence numbers who would otherwise remain in ignorance.

The course embraces fifth class, and the pupils generally acquit themselves creditably; infants' and upper classes, most satisfactorily.

The neatness, order, and discipline exhibited are well worthy of imitation; and I know that the national system is elevated in the esteem and confidence of the masses by this and such schools. It has supplied one head mistress to a model school, many teachers to ordinary schools, and governesses in private families, besides milliners, shopkeepers' assistants, and ladies' maids; and during the past few years more than 70 poor girls have been trained in the industrial department to support themselves wholly or in part.

Only three of the national teachers educated here have come under my notice; two of them have been but recently appointed; the third, Miss Daly, of Oranmore National School, gives very satisfactory proof of the training powers of the Sisters of Mercy.

I append a list of some of the appointments from this school.

(signed) *Alexander Jno. Simpson,*
District Inspector, 2d Class,
(Presbyterian).

4 June 1864.

LITERARY DEPARTMENT.

YEAR.	NAMES.	APPOINTMENT.
1848 - -	Margaret Conry - - -	Head mistress of Galway Workhouse.
1849 - -	Henrietta Egan - - -	Cregg School.
1852 - -	Mary Molloy and Margaret Keane - - -	Tower-hill National School.
1853 - -	Mary Daly - - - -	Oranmore National School.
1852 - -	Mary Burke - - - -	Governess, London.
1853 - -	Fannie Shaughnessy - -	Assistant teacher, Tralee Workhouse.
1853 - -	Mary Guthrie - - -	Ennistymon National School.
1854 - -	Delia Molloy - - -	Governess in a family in the country.
1855 - -	Margaret M'Donough - -	Head mistress, Model School, Dublin.
1855 - -	Marianne M'Donough - -	Meath, teacher of National School.
1855 - -	Anne Moloney - - -	Governess in a family in Galway.
1856 - -	Marianne Gill - - -	Assistant teacher in a State school in New York.
1856 - -	Margaret Horan - - -	Teacher, National School, Albano.
1856 - -	Ellen Francis - - -	Governess in a family near Clare, Galway.
1856 - -	Marianne Reilly - - -	Governess in a family in the country.
1857 - -	Kate Ridge - - - -	Governess in a family in town.
1857 - -	Kate Marmion - - -	Teacher, Cordulla National School.
1858 - -	Johanna Molloy - - -	Teacher of Castle Pollard National School.
1858 - -	Ellen Lee - - - -	Teacher of Drumgriffin National School.
1859 - -	Delia Daly - - - -	Teacher of Oranmore National School.
1859 - -	Honora Molloy - - -	Governess, Lacka.
1860 - -	Delia Dempsey - - -	Teacher, Clare, Galway.
1861 - -	Marianne Burke - - -	Teacher, Clare, Galway.
1861 - -	Maria Coghlin - - -	Roundstone National School.
1861 - -	Mary Murray - - -	Bushy Park National School.
1861 - -	Delia Molloy - - -	Teacher, Liscannor National School.
1862 - -	Anne Molloy - - -	Assistant teacher.
1862 - -	Jane Agnes Hughes - -	Lady's maid.
1862 - -	Sarah Kerrigan - - -	Governess in a family New Quay.
1862 - -	Mary O'Connor - - -	Governess in a family in Limerick.
1862 - -	Jane Daly - - - -	Situation, Loughrea.
1862 - -	Mary Corcoran - - -	Situation in town.
1863 - -	Bridget Heavey - - -	Situation in England.
1863 - -	Mary Francis - - -	Teacher in Dunmore National School.
1863 - -	Cath. Molloy - - -	Governess, Donegal.
1863 - -	Margaret Molloy - - -	Governess, Taylor's-hill, Galway.
1863 - -	Sarah Quinn - - -	Situation, Galway.
1864 - -	Honoria Commins - - -	Teacher, Derry Gimla National School.
1864 - -	Mary Kennedy - - -	Teacher, Maree National School.

INDUSTRIAL DEPARTMENT.

1864.—Twenty on rolls at present. During the last few years, about 73 have been enabled, by their industrial training, to support themselves either wholly or partially.

County Galway, Roll No. 8795.

ORANMORE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation.

Visited 1 June 1864.—Manager, Mrs. Martyn, Presentation Convent, Oranmore.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Day of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
283	189	102	32	18	6	11	169
Average Age - - -		6·7	10	12·4	12·6	14	8·58

Answers to Queries.

1. (*a*).—Five of the nuns and four paid monitresses.
1. (*b*).—Very good.
2.—Satisfactory.
3.—Satisfactory.
4.—Exactly ·5, or one-half, as taken according to circular of 30th May. School but two years in connection.
5.—Music well taught. Of the pupils present, 30 can sing parts; 19 read and sing easy pieces. Singing by ear very good.
6.—Very satisfactory. All capable, learn plain sewing and knitting, and those proficient therein, cutting out, and fancy work. Sixteen present can make plain shirts and dresses.
7.—Satisfactory. Truthfulness and all the virtues inculcated. Manners refined by association with the nuns.
8.—Roman Catholic cathechism, prayers, &c. are taught on four days from 11.30 till 12.5 o'clock, and on Friday from 11 till 12.5 o'clock. The arrangement is observed.
9. (*a*).—Fair.
9. (*b*).—Satisfactory.
9. (*c*).—They receive special literary instruction from 9 till 10 o'clock each morning, also with fourth class from 2 till 3 o'clock, and have besides half-an-hour for needlework and half-an-hour for music.
9. (*d*).—Fair. It was the first for all but one.
10.—They are observed.
11. (*a*).—Rather limited. Available space to accommodate, at the minimum, 6 feet each, 184. Average for the year 189.
11. (*b*).—Satisfactory.
11. (*c*).—Lease purchased, and alterations effected by the community. Expense of schoolrooms, 140 *l.*
12.—Satisfactory. One free stock. Remainder, harmonium, black boards, easels, &c. supplied by the community.
13.—The gratuitous education and premium on attendance have a decided effect in this way. The attendance at Oranmore Female, vested in the Commissioners, was only 45, while here it is more than four times that number.
14.—Oranmore Female National School, vested in the Commissioners, in the immediate vicinity, has had its attendance reduced from 45 to 15, and three other national schools, distant relatively three, four, and five miles, have suffered more or less.
The influence of the nuns has effected this, perhaps somewhat supplemented by that of the Roman Catholic clergy.
15. A.—Above average.
15. B.—Ditto.
15. C.—Music only, and it much above average of ordinary schools.
15. D.—Much above average, indeed superior to any as to needlework, knitting, &c.
15. E.—Superior.
15. F.—Ditto.
15. G.—They are observed here and in the district generally.

 15. H.—More

15. H.—More limited than the ordinary schools.
15. I.—Superior to the ordinary.
15. K.—Much superior.

	1860.	1861.	1862.	1863.
16.—Inspections	Not in operation.		3	3
Incidental visits	—	—	—	—

17.—Very favourable, exhibiting steady progress.

18.—As a school it holds a respectable position for the time it has been in operation, and the system of the National Board is very fairly carried out. A considerable number of the children would have little chance of education but for this school, the poorer from their poverty, those of a better class from the apathy of their parents; both of which obstructions are removed by the nuns; the former by the gifts of food and clothes, the latter by their prestige and the predilection of the mass of the people. The amount of education is thus increased four-fold.

The school-keeping and course of instruction are excellent, and worthy of imitation. The monitresses are admirably instructed, and the industrial department alone must serve, if there were no other attraction, to attach the people to the system.

As yet the school has not been sufficiently long in operation to supply teachers; but the class of monitresses will, at the expiration of their periods of training, no doubt prove excellent instructors.

(signed) *Alex. Jno. Simpson,*
District Inspector, Second Class.
(Presbyterian.)

1 June 1864.

County Galway, Roll No. 8322.

OUGHTERARD CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 2 June 1864.—Manager, Mrs. Blake, Convent, Oughterard.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Day of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
368	154	69	18	20	9	5	121
Average Age		4	10·4	13	13	14	7·3

Answers to Queries.

1. (*a*).—Three of the nuns and five paid monitresses.
1. (*b*).—Highly satisfactory in each particular.
2.—The school has been but four years in operation, yet it is in a very satisfactory state as to efficiency.
3.—Excellent.
4.—Sixty-six per cent. have gone through third or fourth class course, as ascertained according to Circular of 30th of May.
5.—Ten of those present can read and sing easy pieces at sight and take parts. All sing very fairly by ear, and four are learning the harmonium.
6.—Plain sewing and knitting, netting and crochet are taught to all from sequel class up. Four of those present can cut and make dresses.
7.—Markedly satisfactory.
8.—Roman Catholic catechism and prayers are taught on five days, from 12 to 12.45. The arrangement laid down is strictly adhered to.
9. (*a*).—They are well qualified.
9. (*b*).—Satisfactory.

9. (*c*).—They

9. (*c*).—They receive special instruction on five days, from 9.30 till 10, and from 3 till 4. Also with fourth class, from 10 till 11, and half-an-hour for needlework and vocal music respectively.

9. (*d*).—Satisfactory.

10.—Strictly observed.

11. (*a*).—Very nice rooms (two) to accommodate 273; average, 154; and new house nearly completed, in which is a school-room to suit 150.

11. (*b*).—Satisfactory.

11. (*c*).—Altogether by the community.

12.—Adequate. Two grants of free stock; the remainder purchased by the nuns.

13.—Very marked. The Oughterard Female School vested in the Commissioners, 4787, would not command an average of 30 when in full possession of the field. The pupils from it have been attracted here, and the average for last year has been more than five times that number.

14.—The school above referred to, Oughterard Female, vested, has been suspended, the attendance having been so far reduced by the influence of the nuns.

15. A.—The general answering is fully average, and, selecting the pupils who attend regularly, very much above.

15. B.—They are very carefully dealt with, and receive as much instruction as their tender minds can imbibe.

15. C.—Instruction in music superior to that in the ordinary schools. Drawing not taught.

15. D.—In needlework superior. The children are well supplied with materials and are taught that description likely to be useful in after-life.

15. E.—Superior. The children, in all the poverty which is unfortunately the lot of most of them, exhibit, in manner and attention to neatness and order, a pleasing contrast to the constituents of the majority of the ordinary schools.

15. F.—Superior.

15. G.—They are observed in this as in the schools generally.

15. H.—Ample accommodation; space for one-third beyond average, and arrangements in every respect superior to the ordinary schools.

15. I.—Superior to the ordinary.

15. K.—Very far superior, as proved by the fact that the average here is more than five times that commanded by the Oughterard Female School, now suspended, when it stood alone for the education of the girls of the locality.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	2	3
Incidental visits - - -	1	—	—	—

17.—Favourable.

18.—It has drawn out a large number of children who would not, without it, attend any useful school, and who now receive moral and religious instruction, and a good secular education, according to the national system. As far as I can learn, more than five times as many attend since the opening of this school, and it is looked on as a blessing by the people of the locality.

The organization and discipline are exemplary, the course suitable and well carried out, and the monitresses carefully instructed and likely to prove, in course of time, valuable agents in carrying on education. The school has been but four years in operation, and no monitress has yet completed her period.

(signed) *Alex. Jno. Simpson,*
District Inspector, Second Class.
(Presbyterian.)

4 June 1864.

County Galway, Roll No. 1013.

RAHOON FEMALE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Presentation Nuns.

Visited 30 May 1864.—Manager, Mrs. Blake, Presentation Convent, Galway.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Day of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
644	380	106	96	65	52	33	352
Average Age - - -		4	8	9	11	14	7·36

Answers to Queries.

1. (*a*).—Nine of the ladies, nine monitresses paid by the Commissioners, nine by the community, and a staff of 20 who receive a few pence weekly.

1. (*b*).—Acquirements satisfactory. Method good. Organisation, as established by Miss M'Cormac, well maintained.

2.—Excellent.

3.—Satisfactory. They receive maternal care and ample instruction.

4.—Sixty-four per cent. have attained to third class, or above.

5.—Satisfactory in music. The singing by ear is very good, and, monitresses included, 47 can read and sing an easy piece. Drawing not taught.

6.—Upwards of 100 have been placed in the way of supporting themselves as dress-makers, milliners, shop-keepers' assistants, and ladies' maids.

7.—Highly satisfactory. (*See* 18.)

8.—Roman Catholic catechism and prayer are taught on five days from 12 till 12.40. The arrangement is strictly observed.

9. (*a*).—Well qualified.

9. (*b*).—Very fair.

9. (*c*).—They prepare home lessons, and receive special instruction on five days from 9 till 10.30.

9. (*d*).—One excepted, the records are fair.

10.—Strictly observed.

11. (*a*).—Ample for 50 per cent. more.

11. (*b*).—Satisfactory.

11. (*c*).—I have to refer to the official records on this point.* It is vested in trustees.

12.—Adequate. Supplied by the community in addition to free stock.

13.—A large number, fully one-half, would not attend an ordinary school. The strong predilection for the nuns, the prestige of the school, the suitableness of the education, and the prospect of a path of life being opened thereby, attract many ; the very poor have the additional inducement of partial food and clothes.

14.—They are but little affected. A few come from the natural bounds of two rural schools.

15. A.—Decidedly superior to the ordinary schools of the district.

15. B.—They are tended and instructed with extreme gentleness and care, and are much more proficient, and apparently happier than the little ones in the ordinary national schools.

15. C.—Music is much better taught than in any lay national school in the district.

15. D.—Very far above the ordinary schools. The Reverend Mother has expended over 70 *l.* in the last year in materials which are made up in the school, and given in charity, serving the double purpose, relieving wants and teaching that most useful branch plain needlework.

15. E.—Immeasurably superior to the ordinary schools. While strict adherence to truth and all the major morals are successfully inculcated, the minor and oft-neglected, but all important points of good manners, not only respect to superiors, but courtesy to all, cleanliness in person, and tidiness in dress, together with attention to neatness and order, receive due attention.

15. F.—Superior to the ordinary schools.

15. G.—They are observed in this school ; not transgressed in any.

15. H.—The accommodation is of a superior order.

15. I.—Much above.

15. K.—Here

* By Commissioners, 100 *l.* ; by local parties, 141 *l.* 4 *s.* 10 *d.*

15. K.—Here it is very far above, as explained at Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	2	2	2	3
Incidental visits - - -	1	1	2	1

17.—Some fully satisfactory. Fair on the whole

18.—In its immediate locality its effects are marked, in drawing within its influence nearly all the children of a school-going age, many of whom would not attend an ordinary school; and to these it affords all they require in religious, moral, and secular instruction. I enclose a list of 67 young persons whom the good nuns have prepared for the position of teachers, 53 in the service of the Board, the others in private families; and more than 100 girls have been trained by them for situations, such as milliners, shop assistants, or dress-makers. I have reason to believe that a fair proportion, if not all of these, have succeeded, and failure is in no case to be attributed to the want of kind interest and advice given by the nuns, both before and after their pupils enter on the world. The attractive influence of the nuns in bringing out children who would not attend ordinary schools is very remarkable; attributable to the natural predilection of the Roman Catholic community for a convent education, resulting probably from the religious bent of the Celtic mind, the suitableness of the education, by means of which so many are provided with situations of trust and respectability, the protection and friendship of the ladies in after-life, and the donations of food and clothes to the very poor. As I have stated in other reports, such institutions as this is, where not only a good secular education is given, and habits of neatness, order, propriety, and cleanliness, are inculcated, and material benefits conferred, but where the masses have security for the religious belief of their children, must serve to popularise other schools conducted under the same rules, where they do not enter into rivalry with these.

(signed) *Alex. Jno. Simpson,*
District Inspector, Second Class.
(Presbyterian).

31 May 1864.

LIST of PUPILS who have procured Situations from RAHOON FEMALE NATIONAL SCHOOL.

NAME.	Nature of Situation.	Destination.	NAME.	Nature of Situation.	Destination.
Bridget Toole -	National teacher -	Cregg.	Margaret Holland -	Governess - -	Roscommon.
Mary Lally - -	Workhouse teacher	Galway.	Mary Hughes -	National teacher -	Outerard.
Biddy Flaherty -	Workhouse teacher	Castlebar.	Ellen Quigley -	National teacher -	Ballina.
Delia Ralph - -	National teacher -	Moycullen.	Anne Moloney -	Workhouse teacher	Outerard.
Mary Fletcher -	National teacher -	Ballina.	Catherine Moloney	National teacher -	Outerard.
Kate Cavill - -	Workhouse teacher	Galway.	Mary Shaughnessy	Workhouse teacher	Portumna.
Mary Flinn - -	Governess - -	Athenry.	Winny Burke -	National teacher -	Abbey.
Anne Duffy - -	National teacher -	Kinvara.	Katty Seahill -	Governess - -	Galway.
Honor Hart - -	Workhouse teacher	Newport.	Henrietta Egan -	National teacher -	Outerard.
Margaret Kelly -	Workhouse teacher	Westport.	Biddy Connor -	Workhouse teacher	Galway.
Mary A. Kelly -	Workhouse teacher	Westport.	Mary Cullinan -	Workhouse teacher	Newport.
B. Shaughnessy -	National teacher -	Newport.	Mary Shaughnessy	Workhouse teacher	Ballyvaughan.
Mary McCormac -	Workhouse teacher	Galway.	Maria Crolley -	Workhouse teacher	Newport.
Cath. McCormac -	National teacher -	Kilrush.	Kate Corless - -	Governess - -	Connemara.
Kitty McCormac -	Workhouse teacher	Galway.	Margaret Mealey -	Governess - -	Connemara.
Kate Kelly - -	National teacher -	Newport	M. A. Staunton -	National teacher -	Taylor's-hill, Galway.
Delia Burke - -	National teacher -	Castlerea.			
Biddy Logan -	National teacher -	Ballina.	Mary Donnellan -	National teacher -	Claddagh.
M. A. McCormac -	Workhouse teacher	Galway.	Mary McDonough -	National teacher -	Spiddal.
Honoria McCormac	National teacher -	Galway.	Margaret Moriarty -	Workhouse teacher	Clifden.
Catherine Silk -	Workhouse teacher	Ballina.	Katty Kelly - -	Workhouse teacher	Newport.
Mary Russell -	Workhouse teacher	Ballinrobe.	Margaret Higgins -	Teacher of embroidery.	Outerard.
Anne Hanley - -	Workhouse teacher	Ballinrobe.			
Biddy Kelly - -	National teacher -	Oughterard.	Ellen Burke - -	Governess - -	Dublin.
Maria Cahill - -	Workhouse teacher	Galway.	Charl. Shaughnessy	Workhouse teacher	Outerard.
Bridget Burke -	Paid monitress -	Galway D.M.S.	Biddy Caulfield -	Governess - -	Outerard.
Mary Halloran -	Governess - -	Carraghmore.	Biddy Swift - -	Governess - -	Galway.
Mary Moriarty -	Workhouse teacher	Ballinrobe.	Margaret McCormac	Governess - -	Galway.
Biddy Mealy -	Governess - -	Killeen.	Eliza McCormac -	National teacher -	America.
Mary A. Carrick -	National teacher -	Glencorrib.	Kate Ridge - -	Governess - -	Loughrea.
Celia Walsh - -	National teacher -	Barna.	Mary Dooley -	Teacher and workmistress.	Connemara.
Delia Dempsey -	National teacher -	Taylor's-hill, Galway.	Mary Lydon - -	Workmistress -	Galway D.M.S.
Mary Hughes -	National teacher -	Glencorrib.	Teresa Ford - -	Governess - -	Galway.
Sarah Kelly - -	National teacher -	Clare, Galway.	Barbara Mealey -	National teacher -	Taylor's-hill, Galway.
Mary Hurley -	National teacher -	Tuam.			

County Galway, Roll No. 6613.

St. Nicholas Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 25 May 1864.—Manager, Rev. J. Commins, P. P., Galway.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
718	203	134	27	11	4	6	182
Average Age - - -		47	9.7	10·6	13·5	14·5	6·3

Answers to Queries.

1. (*a*).—Insufficient; only two of the sisters and six monitresses.

1. (*b*).—Satisfactory evidence of competency exists in the answering of the senior pupils and monitresses trained here. Method, quiet but effective; organization, fair.

2.—From local circumstances the senior classes are poorly represented as to numbers. The classes are efficiently taught.

3.—They are managed with extreme gentleness and care, and receive a considerable amount of instruction.

4.—Thirty-seven per cent. have attained to third class or above.

5.—Vocal music is well taught; singing by ear very good. Twenty-one of those present can read and sing an easy piece; six take parts.

6.—Plain sewing, knitting and crochet receive due attention, and the more grown girls receive instruction in dressmaking, a teacher being employed by the community.

7.—Highly satisfactory. Many of the children are the daughters of the poor fishers of "the Claddagh," a wretched locality; in their normal state "sans" everything but dirt; yet here, under the good Sisters, they are no longer pariahs, and exhibit marked docility and acquisitiveness, attention to cleanliness and order, and becoming respectfulness in manner.

8.—Roman Catholic catechism and prayers are taught on five days from 12 till 12·30. Arrangements strictly adhered to.

9. (*a*).—They are fairly qualified.

9. (*b*).—Satisfactory.

9. (*c*).—They receive special instruction on five days from 9½ to 10, and from 3 till 3½, also with fourth class from 10 till 11.

9. (*d*).—Record fair, one excepted.

10.—They are strictly adhered to.

11. (*a*).—At the prescribed rate there is accommodation for 232; the average for last year was 203.

11. (*b*).—All very good.

11. (*c*).—Original cost not known; defrayed by a former parish priest; 120 *l.* expended in improvements within the last five years.

12.—Supply equal to the requirements. Free stocks, and purchased by the Sisters; harmonium, black boards, and easels, maps, charts, ball-frame, &c.

13.—I am assured that five-ninths of the pupils present would, from their wretched circumstances, be street wanderers but for the exertions of the Sisters of Mercy.

14.—The only ordinary national school within reach is Claddagh, and their interests are so distinct that they do not interfere with each other.

15. A.—Equal to the ordinary second class school.

15. B.—Those under the immediate care of a Sister of Mercy in a much more satisfactory state than the children of the same age in ordinary schools.

15. C.—Vocal music, and plain sewing and knitting, better taught than in ordinary schools.

15. D.—None.

15. E.—Superior. See 18.

15. F.—Superior.

15. G.—They are strictly observed, as they are generally over the district.

15. H.—The school-rooms, generally, afford greater area, but the accommodation is equal to the requirements.

15. I.—Better supplied than most of the ordinary.

15. K.—Much superior in this respect. The desire of the mothers to have the little ones

ones educated by the nuns, the exertions of the ladies in visiting, and the donations to the poorer children of bread and clothing, form an attraction which ordinary schools have not.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	2	2	3
Incidental Visits - - - -	–	–	1	1

17.—Rather unfavourable.

18.—The ladies in charge belong to the Mercy Convent, Galway, on whose school, N. T. Smyth, I have now reported, and remain at St. Nicholas during business hours only.

Finding, some time since, that an ordinary national school had failed here, they came to the rescue, and have now, so great is their energy, and such their power of attraction, an average of over 200 poor children, few of whom would attend an ordinary school, to whom they impart the blessings of religious instruction, moral training, and secular education.

The management of the infants, and the attention given to the inculcation, among the pupils generally, of habits of truthfulness, gentleness in their association with each other, and nice, respectful manner to their superiors, tidiness and order, are highly commendable; and although none of the monitresses has yet completed her course, I have no doubt that several of those now in training will carry into the service of the Commissioners not only the good principles, but the knowledge of school-keeping here acquired.

This, and schools of its class, must tend to popularise the national system among the masses, knowing, as they must do, that the same principles are applied, and rules carried out, in all the schools; yet the predilection of the people for the nuns, their superior position, and the general fitness of the education given by them, will always enable them to command large attendances, and establish flourishing schools, where others have failed or had but partial success, as in this case, in Oranmore, and in Oughterard.

31 May 1864.

(signed) *Alexander John Simpson,*
District Inspector, Second Class.
(Presbyterian.)

County Galway, Roll No. 6632.

St Vincent's (Loughrea) Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy,

Visited 31 May, and 1 June 1864.—Manager, Rev. Thomas Pelly, Loughrea.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
303	259	130	86	24	33	17	290
Average Age - - -		5·0	8·8	9·6	11·9	13	7·7

Answers to Queries.

1 (*a*).—Scarcely sufficient; three ladies teach all day; six teach only two hours.

2 (*b*).—Organising skill very considerable, in the head of the establishment at least; method of teaching and acquirements good, judged by results.

2.—Very good on the whole.

3.—Very good.

4.—Forty-three of the sixty-nine pupils who have finally left school since 1862, had reached the 3d class; twenty-nine of them the fourth class.

5.—In music very good. No drawing.

6.—Very good.

7.—Excellent, so far as I could observe.

8.—Before and after secular instruction and at noon.

9. (*a*).—Satisfactory.

 9 (*b*).—Very

9 (*b*).—Very useful.
9 (*c*).—They are carefully instructed and superintended by the nuns.
9 (*d*).—Very creditable to them and their teachers.
10.—I believe they are well observed.
11 (*a*).—Ample.
11 (*b*).—Excellent.
11 (*c*).—£ 1,140.
12.—Ample. I have not learned the expense.
13.—The school commands a very large attendance, but I cannot say the children would not attend another school if there were one within their reach.
14.—There is no lay female school within the influence of this one, as I am informed.
15. A.—Superior to most of those I know.
15. B.—Ditto.
15. C.—Ditto as regards music. Drawing not taught.
15. D.—Equal to any I know.
15. E.—Equal to those in which I have observed no defect.
15. F.—Ditto.
15. G.—Ditto.
15. H.—Equal in quality to the vested school-houses. Much larger.
15. I.—I think no school in this district has a better supply.
15. K.—Inferior to none; superior to most.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	2	3	3	3
Incidental Visits - - -	1	3	1	–

17.—Very laudatory.
18.—The school has produced five teachers of ordinary National Schools, but I do not know their character. Judging from my examination of the monitresses, and from the general work done in the school, and the good habits the pupils seem to acquire, I would expect to find them useful teachers.
The school is in itself an eminently useful one; but I should like to see other female schools round about it, and, in their own way, rivalling its excellence.

(signed) *James Patterson*, Head Inspector.
4 June 1864. (Presbyterian.)

County Galway, Roll No. 6632.

ST. VINCENT'S CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27, 30, and 31 May and 1 June 1864.—Manager, Rev. T. Pelly, P.P., Loughrea.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
393	259	130	89	21	37	17	294
Average Age - - -		5	8·8	9·6	11·3	13	7·7

Answers to Queries.

1. (*a*).—Adequate.
1. (*b*). (1.)—Acquirements evidently of a superior order.
(2.)—Method of teaching animated and intelligent.
(3.)—The organization of the school is unexceptionable.
2.—Satisfactory with regard to reading grammar, dictation, singing, and needlework. Fair with regard to writing, geography, and arithmetic.
3.—Nothing

3.—Nothing appears to be left undone to make the school agreeable as well as useful to the infants attending it. They are evidently much attached to their instructors.

4.—62 per cent.

5.—Music is taught, more or less, to all the pupils who, generally speaking, have made fair progress therein. No other extra branch taught.

6.—The useful branches of needlework, as distinguished from the merely ornamental, are successfully taught to all, except the very youngest pupils.

7.—Very satisfactory, so far as my own experience and the remarks I have heard incidentally from residents of the town enable me to judge.

8.—Religious instruction is imparted from 12½ to 1½ o'clock on Wednesdays, and from 11½ to 12 o'clock on Mondays, Tuesdays, Thursdays, and Fridays. These arrangements are, I believe, strictly observed.

9. (*a*).—Well qualified.

9. (*b*).—They discharge their duties assiduously, and, to judge by results, with success.

9. (*c*).—They receive one hour extra or special instruction daily. They receive also instruction with the ordinary pupils during the regular school-hours in the higher branches of the school course.

9. (*d*).—Very favourable. The gratuity allowed by the Board for their successful training awarded in nearly every case.

10.—I know of no violation of Board's rules.

11. (*a*).—Ample. Sufficient for 300, average attendance 261.

11. (*b*).—Everything has been done to make the school-rooms as healthy and convenient as possible.

11. (*c*).—£. 1,140.

12.—An abundant supply; cost 16 *l.* 16 *s.*

13.—I am of opinion that this school exercises a decided influence in reaching the children of those parents who, from want of means to provide them with clothing, are disinclined to send them to ordinary National Schools.

14.—I cannot discover that it has had any effect upon schools already in existence. It is, however, likely that the opinion entertained here by the humbler and middle classes as to the superiority of the education given in convent schools would operate prejudicially against the establishment of any new school for girls in its neighbourhood. I know of no other agency.

15. A.—Equal to the best; superior to the average.

15. B.—Decidedly superior.

15. C.—These branches are not taught in any of the ordinary girls' schools in this district, hence no comparison can be drawn.

15. D.—Needlework appears to be more carefully and efficiently taught, and to a larger proportion of the pupils.

15. E.—Superior.

15. F.—Greater prominence is given to religious instruction, and I am of opinion that greater earnestness is used in imparting it.

15. G.—So far as I can observe, this school would compare favourably with any in the district as regards observance of Boards' Rules.

15. H.—Superior to any, except a few of the best vested schools.

15. I.—In regularity and abundance of supply this school surpasses any of the ordinary girls' schools.

15. K.—Superior; see answer to Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	3
Incidental visits - - - -	1	3	1	- -

17.—Very favourable.

18.—As I have only been four months in the charge of the district, I am unable to discuss at length the topics included under this head. The official records of the district, however, would indicate that this school has been of great service to the cause of education in this locality by imparting instruction to a very large number of children, and to the National System of Education in particular, by supplying a number of fairly qualified teachers to fill up vacancies arising in ordinary Female National Schools.

The two convent schools in this district, Ballinasloe and St. Vincent's, Loughrea, are, in all important particulars, essentially alike. This will account for my answers to most of the queries in the special report being the same, or nearly so, in each case.

(signed) *Geo. F. O'Neill.*
Second Class District Inspector,
(Roman Catholic.)

4 June 1864.

County Kerry, Roll No. 3,655.

BALLYOUGHTERA MONASTIC NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 31 May 1864.—Manager, Rev. B. O'Connor, Milltown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
278	101	57	20	13	10	17	117
Average Age - - -		6	8·5	11·8	11	13·8	10

Answers to Queries.

1. (*a*).—The teaching power is barely adequate, but the community has not been long established; monitors have not yet been appointed.

1. (*b*).—The teachers seem well qualified and evince fair method and organizing skill.

2.—Very fair.

3.—There are no infant pupils attending.

4.—None of the pupils have given up school finally since the teachers took charge of the school.

5.—Music and drawing are not taught; a few of the senior pupils have commenced Euclid and Mensuration.

6.—None.

7.—They are fair.

8.—From 2 to 3 o'clock is devoted to religious instruction in each of the first five days in the week, and an intermission of five minutes from 12 o'clock takes place for prayer. These arrangements are strictly observed.

9. (*a*).—There are no monitors.

10.—Strictly observed.

11. (*a*).—Satisfactory.

11. (*b*).—Satisfactory.

11. (*c*).—£300.

12.—The school is well supplied with such matters. £6 10*s.* was expended in the purchase of such matters during two years past.

13.—This school has operated effectively in this way. As an ordinary day school the average attendance never rose higher than 80; but since it has been conducted by the monks, the attendance has risen to over 100, and it appears the increase is composed principally of the offspring of the most destitute classes.

14.—It has not exercised any perceptible influence on the neighbouring male national schools.

15. A.—This school at present is not superior to the fairly-conducted male national schools in the district.

15. B.—There is no department for infant pupils in the school.

15. C.—Music and drawing are not taught in this school; and the extra branches, Euclid and Mensuration, have been only recently commenced.

15. E.—Equal to the best ordinary male national schools in this way.

15. F.—Superior in this respect to the ordinary male national schools.

15. G.—They are as exactly observed.

15. H.—Equal to that of the best ordinary male national schools.

15. I.—Superior in this respect.

15. K.—Though I have made but three inspections of this school since the present teachers took charge of it, I feel satisfied its present conductors will attract permanently a more considerable attendance than the former lay teachers could secure.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	–	–	–	1
Incidental visits - - - -	–	–	–	–

17.—Favourable.

17.—Favourable.

18.—I can make no observations of this character on the school, as its operations under its present conductors commenced only in April 1863.

(signed) *T. Macnamara*, District Inspector.
(Roman Catholic.)

2 June 1864.

County Kerry, Roll No. 2,884.

CAHIRCIVEEN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 7 and 8 June 1864.—Manageress, Mrs. Mahony, Cahirciveen.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
602	228	108	62	20	36	19	245
Average Age - - -		6·8	9·7	11·3	13·8	14·3	10·5

Answers to Queries.

1. (*a*).—The teaching power is adequate; eight teachers are employed daily, three paid monitresses, and some of the members of the fourth class and fifth, as unpaid monitors.

1. (*b*).—The teachers are all well-educated ladies, some of them accomplished as linguists, musicians, &c. Their method and organising skill are effective.

2.—Very fairly effective.

3.—Satisfactory.

4.—Seventy-eight per cent.

5.—These branches are not taught.

6.—Satisfactory.

7.—Satisfactory.

8.—From two o'clock to three o'clock is devoted on each of the first five days of the week to the religious instruction, and an intermission of five minutes takes place on each of these days from 12 o'clock for prayer. From nine o'clock to ten o'clock also is devoted to religious instruction on Saturdays. These arrangements are strictly observed.

9. (*a*).—The monitresses are pretty fairly qualified as to acquirements.

9. (*b*).—Very fair.

9. (*c*).—They receive about two hours' instruction daily in the subjects of their programme.

9. (*d*).—None of them have yet attended a district examination.

10.—They are exactly observed.

11. (*a*).—Satisfactory.

11. (*b*).—Satisfactory.

11 (*c*).—From 300 *l.* to 400 *l.*, in building and repairs, have been expended since the conductors took charge of the school.

12.—The supply of these matters is satisfactory. During the three years ended 31 December 1863, the sum of 18 *l.* 2 *s.* 3 *d.* was expended in the purchase of apparatus and school requisites.

13.—This school has operated most effectively in bringing under the influence of education all grades of the humbler classes, more especially those of the poorest classes.

14.—The nearest lay female school is three miles distant. Many of the more advanced pupils of the lay female schools, members of the third and higher classes, though resident many miles (from 16 to 3 miles) from this school, have attended it for several months at a time. With this object, they lodged with friends and acquaintances in the town of Cahirciveen. No influence, except an idea of the superiority of this school in the minds of the parents of such pupils, produced this result.

15. A.—As in the other convent schools of this district the pupils remain much longer in attendance than do the pupils of the lay female schools, hence they acquire a large amount of proficiency.

15. B.—None of the lay female schools of this district have a department for infant pupils. The infant department of this school is very effectively managed.

15. C.—These

15. C.—These branches are not taught in this school.
15. D.—Equal to that of the best ordinary schools.
15. E.—Equal to the best ordinary schools.
15. F.—Religious instruction is much more impressively imparted.
15. G.—The Board's rules are as exactly observed.
15. H.—More ample and generally more satisfactory.
15. I.—Much more ample.
15. K.—Far more effective.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	2	3
Incidental visits - - -	–	–	–	–

17.—Favourable.

18.—This convent school is situated in the small town of Cahirciveen, which is surrounded by a remote mountainous country. Its operation for many years has been, it may be justly said, of incalculable benefit to the surrounding neighbourhood; doubtlessly it has served to create feelings of attachment to the national system of education in the minds of the general community, but more particularly in those of the humbler classes who have so largely benefited by it. Sixteen of the pupils of this school have entered the service of the Board as teachers, and of such of them as I have known, I have to say that I found them useful teachers and more disciplined in most essential respects (as to manners, effective school-keeping, &c.) than teachers who owe their education entirely to the ordinary lay female national schools.

(signed) *Thads. Macnamara*, District Inspector,
9 June 1864. (Roman Catholic).

County Kerry, Roll No. 6,215.

CASTLEISLAND CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Presentation Order.

Visited 3 and 6 June 1864.—Manager, Rev. J. O'Leary, Castleisland.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
579	252	137	61	42	45	19	304
Average Age - - -		6·4	9·2	11·7	13·8	15·2	9·5

Answers to Queries.

1. (*a*).—I believe the present teaching power is quite sufficient.
1. (*b*).—So far as I could form an opinion, the acquirements of the teachers are very good. Their method of teaching, and their organizing skill, are on the whole fair.
2.—The instruction has not been as efficient as could be desired.
3.—The management, care, and instruction of the infant pupils are satisfactory.
4.—Of the number of pupils that have finally given up schooling since January 1862 (I could not go further back as the records were not preserved), 40 per cent. were in the third or higher classes.
5.—Music and drawing are very successfully taught in this school.
6.—The results of the industrial instruction are very satisfactory.
7.—Satisfactory.
8.—The time devoted to religious instruction is quite ample, and the care bestowed on it satisfactory. The specified arrangements as to the giving of religious instruction are well observed.

9. (*a*).—The

9. (*a*).—The acquirements of the monitors are good.

9. (*b*).—They discharge their duties as junior instructors very efficiently.

9. (*c*).—They receive two hours' instruction each day with the pupils of the fifth class.

9. (*d*).—They have acquitted themselves at their annual examinations with a good deal of credit.

10.—The rules of the Board are, on the whole, well observed by the conductors of this school.

11. (*a*).—Allowing six square feet for each pupil, there is accommodation for 466 pupils. The average daily attendance for the 12 months ended 31st of March 1863 was 270·9.

11. (*b*).—The healthiness and convenience of the school-rooms, &c., are all that could be desired.

11. (*c*).—As well as the superioress could estimate, the expense incurred in building and furishing the school was from 500 *l.* to 600 *l.*

12.—There is an ample supply of maps and ordinary school requisites, the community having purchased 43 *l.* 6 *s.* 8 *d.* worth of them during the four years ended December 1863.

13.—The charitable ladies who conduct this school give every year a large amount of clothing to the more destitute of the pupils, and at certain seasons supply breakfasts to a large number of them. The hope of getting their breakfast, or of obtaining clothes, certainly induces several children to attend this school who otherwise would probably attend no school.

14.—There was a lay female school in this town, previous to the opening of the convent school, and I understand it was withdrawn from connection with the Board by the manager as soon as this school commenced operation.

15. A.—The efficiency of the general course of instruction is about equal to that of the ordinary girls' schools of the district.

15. B.—As regards the care of infant pupils, I believe this school is superior to the ordinary female schools.

15. C.—Music is not taught in any of the ordinary female schools of the district. Of course this school is superior to them in that respect. This is the only school in the district in which instruction is given in drawing.

15. D.—The industrial instruction given in this school is superior to that given in any lay female school of the district.

15. E.—As to moral training, it is superior to the lay female schools of the district.

15. F.—Superior to the lay female schools of the district.

15. G.—The Board's rules are, on the whole, as well observed in this as in the ordinary female schools of the district.

15. H.—The accommodation is superior to that in a large proportion of the ordinary girls' schools.

15. I.—The supply of apparatus is as good in this as in any of the ordinary female schools.

15. K.—The attractive influence of this school in bringing the children of the poor under instruction is, of course, far beyond that of any girls' school in the district, for the reasons given in answer to Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	3
Incidental visits - - -	- -	1	–	–

17.—On the whole, rather unfavourable.

18.—The operation of this school has tended to increase the amount of education in the district. It has been attended by a number of poor girls, who otherwise, in all probability, would attend no school. It has also produced agents, by whom education is carried on. I have been informed that 12 females who received either part or all their education in this school are, or had been for some time, in the service of the Board, either as literary teachers or workmistresses. I am acquainted with six of these young women, three of whom I consider very efficient teachers; of two more I cannot speak in like terms; the sixth was dismissed for incompetency. I am convinced that the fact of this school being in connection with the Board, has tended materially to give the public confidence in, and attach them to, the system of National Education.

11 June 1864. (signed) *Denis F. O'Driscoll,* District Inspector. (Roman Catholic.)

County Kerry, Roll No. 538.

DINGLE CONVENT NATIONAL SCHOOL, COUNTY KERRY.

Name of Order, Institute, or Community:—Presentation Order.

Visited 1 and 2 June 1864.—Manager, Rev. D. O'Sullivan, Dingle.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
568	230	68	66	44	59	12	249
Average Age - - -		6·3	9·2	10·4	13·4	14·5	9·9

Answers to Queries.

1. (*a*).—The teaching power is quite adequate.

1. (*b*).—I believe that the acquirements of the teachers are good; but their method of teaching and organizing skill are defective.

2.—The instruction appears to have been very inefficient.

3.—The management and care of the infant pupils are good; but their instruction is very defective.

4.—Of the number of pupils that have given up schooling altogether since January 1859 (the records before that date were not preserved), 49 per cent. were in the third or fourth class. Some of these, however, were "work-girls," who learned nothing but sewing, reading, and writing.

5.—Drawing is not taught in this school. The instruction in vocal music has been fairly successful.

6.—The results of the industrial instruction have been very satisfactory.

7.—The result of moral training, as regards habits and manners of pupils, have been also satisfactory.

8.—The time devoted to religious instruction is quite sufficient, and the attention paid to it satisfactory. The specified arrangements for the giving of religious instruction are well observed.

9. (*a*).—The acquirements of the monitors at present in the school are tolerably fair.

9. (*b*).—The present monitors discharge their duties as junior instructors, on the whole, fairly.

9. (*c*).—They receive instruction for two hours each day.

9. (*d*).—For the last two years their examinations were by no means satisfactory.

10.—The Board's rules, on the whole, are fairly observed in this school.

11. (*a*).—There is accommodation for 594 pupils; the average daily attendance for the last 12 months ended the 31st March was 244·9.

11. (*b*).—The healthiness and convenience of the schoolrooms, as to light, &c., are all that could be desired.

11. (*c*).—I could not ascertain the expense incurred in building the original schoolrooms; but 460 *l.* have been expended on some additions which have been made within a comparatively recent period.

12.—There is a sufficient supply of maps and ordinary school requisites, the community having expended, during the four years ended December 1863, 40 *l.* 8 *s.* 2 *d.* in the purchase of school requisites and sewing materials.

13.—A large amount of food and clothing is given to the more destitute of the pupils in this as in the other convent schools of the district, and I am sure that the hope of getting food or clothing induces many poor children to attend this school who would otherwise attend no school.

14.—I am not aware that this school has in any way affected the operation of lay female schools around it, it having been in operation since 1829.

15. A.—The general course of instruction given in this school is far below that given in the ordinary lay schools as regards efficiency.

15. B.—As regards the care of infant pupils, it is equal to that of the ordinary girls' schools.

15. C.—As

15. C.—As music is not taught in any of the ordinary girls' schools, of course this school is superior to any of them in this respect.

15. D.—Far beyond the ordinary female schools as regards industrial instruction.

15. E.—The moral training in this school is superior to that in the ordinary female schools.

15. F.—Superior in this respect to the lay female schools.

15. G.—The Board's rules are as well observed in this as in the majority of the girls' schools.

15. H.—Superior as regards accommodation to the lay schools.

15. I.—On the whole, as well supplied as the lay schools.

15. K.—For the reasons assigned in answer to Query 13, the attractive influence of this school in bringing the children of the poor under instruction is far superior to that of any lay female school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	3	2
Incidental visits - - -	- -	- -	- -	1

17.—Rather unfavourable.

18.—The operation of this school has contributed to increase education in the district, as it has been attended by a large number of poor girls who would not, in all probability, attend an ordinary female school.

I do not think that it has in any way influenced the other schools in its neighbourhood.

The ladies who conduct this school are much and justly respected by the public, and the fact that their school has been in connection with the Board cannot fail to give the people confidence in, and attach them to, the system of National Education.

(signed) *Denis F. O'Driscoll*, District Inspector.
(Roman Catholic.)

11 June 1864.

County Kerry, Roll No. 8,320.

KENMARE, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of St. Clare.

Visited 31 May and 1 June 1864.—Manager, Very Rev. John O'Sullivan, P.P., Kenmare.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
580	384	168	52	80	84	43	377
Average Age - - -		5·1	8·5	11·4	12·6	15·1	8·8

Answers to Queries.

1. (*a*).—Fully adequate. The teaching staff comprises 12 nuns, 10 senior paid monitors, and two junior paid monitors.

1. (*b*).—The nuns are all well-educated ladies. Three of them had attended a full course of lectures in the Central Training Establishment in Dublin before making their religious profession, and one obtained a certificate of competency to teach vocal music.

2.—Satisfactory. The several classes are very well instructed. The proficiency of the senior or fifth class is remarkably good.

3.—Satisfactory. There is an excellent infant department connected with this school.

4.—This school has been in operation only about two-and-a-half years. During that time 92 pupils appear to have left the school who, at the time of leaving, were 14 years of age or above: and of these, 40 (or about 54 per cent.) were in the third or higher classes at time of leaving.

5.—The extra branches taught are vocal music, drawing, and fancy needlework; and in these the pupils have attained to a very creditable proficiency.

6.—Very satisfactory. All sorts of plain and ornamental needlework are taught with remarkable success.

7.—Excellent; could not be better. Even the daily intercourse of poor children with ladies of education and refined minds cannot fail to have a very salutary influence upon the habits and manners of the former.

8.—Morning prayer, 9.55 till 10; Angelus, &c., 11.45 till 12; and religious instruction, 3 till 4 o'clock. These arrangements are strictly observed; and no attempt whatever is made, directly or indirectly, to interfere with, or influence in any way, the religious opinions of the Protestant children who attend the school. There are five such pupils attending at present, and these are invariably removed into a separate room, or sent out, during the periods devoted to prayer or religious instruction.

9. (*a*).—Very fair.

9. (*b*).—I am of opinion that they render good service.

9. (*c*).—They are instructed specially from 9 till 10 o'clock every morning, and for three hours on Saturday. They also receive instruction with the senior classes from 2 till 3 o'clock each day, and religious instruction from 3 till 4 o'clock.

9. (*d*).—On the whole, very fair.

10.—Most strictly observed. The school is *bonâ fide* available for the secular instruction of pupils of different religious denominations.

11. (*a*).—Principal school-room, 42 by 30 feet; infant school-room, 36 by 30 feet; drawing school-room, 33 by 18 feet. These three school-rooms afford accommodation for 489 pupils, or 100 more than the average daily attendance. The principal school-room, however, appeared to me to be very much crowded.

11. (*b*).—Unexceptionable.

11. (*c*).—I could not ascertain; but it is a very beautiful building, admirably fitted up, and must have cost a very large sum.

12.—The school is fully supplied with apparatus, and the usual requisites.

13.—The operation of this school, in this respect, has been very remarkable. The lay female national school which had been in existence in Kenmare for many years previously, and which was conducted by a first-class teacher of great and acknowledged zeal, ability, and skill, never commanded an attendance of one-fourth as many pupils as are to be found in daily attendance in this convent school; and not only have the very poorest children in the locality been attracted to it (children who, until the establishment of this school, had positively received no education whatever), but very many grown pupils of the former national school, who had apparently given up schooling, have been led by the attractive influence of this school to submit to instruction again.

14.—When this school was established, nearly all the pupils attending the lay female national school (which was under a lay manager, the Marquis of Lansdowne's agent), abandoned the latter, and in a very short time it was finally closed.

15. A.—Superior, I think, even to the generality of schools under first-class teachers.

15. B.—Infinitely superior.

15. C.—Infinitely superior.

15. D.—Infinitely superior.

15. E.—Very much superior.

15. F.—Very much superior.

15. G.—Not surpassed by any school.

15. H.—Very much superior.

15. I.—Very much superior.

15. K.—Infinitely superior. During the school hours, there is hardly a child to be seen in the streets of Kenmare.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	School	1	2	3
Incidental visits - - -	not in existence.	- -	1	–

17.—Very favourable.

18.—This school has been in operation for but a comparatively short period, but, nevertheless, it were impossible to overestimate the beneficial influence it has already exercised, in diffusing the blessings of a good education among the children of all classes in the locality. It has already sent forth some teachers, both national and private; but there can be no doubt that its influence will be still more beneficially felt, when it will have had time to educate and train up a sufficient number of teachers to supply the wants of the schools in this part of the district.

7 June 1864. (signed) *John E. Sheridan*, Head Inspector.
(Roman Catholic.)

County Kerry, Roll No. 1,793.

KILLARNEY MONASTIC NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Monks.

Visited 25, 27, and 30 May 1864.—Manager, Rev. P. A. Gaynor, Killarney.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
416	223	66	56	30	20	25	197
Average Age - - -		6·9	10·2	11·7	12·3	14·4	10·1

Answers to Queries.

1. (*a*).—Fairly adequate. The teaching staff comprises four monks and six paid monitors, in addition to the superior, who, however, seldom teaches.

1. (*b*).—The superior, Mr. Gaynor, is a very intelligent man, endowed with great energy and earnestness. The monk who acts as principal teacher had been a classed and trained teacher under the Board before he joined the community; he is a well-informed and very zealous teacher. The other monks are comparatively inexperienced.

2.—The results varied in character a good deal. Some subjects are very well taught—reading and writing, for instance; others only moderately well. Some classes acquitted themselves very fairly, others only tolerably. The proficiency, on the whole, was not unsatisfactory.

3.—There is no infant department connected with this school; but a considerable number of the pupils are of tender years, and are treated very affectionately; they are not instructed, however, according to infant school methods.

4.—I consider it extremely difficult, if not impossible, to obtain even an approximately correct answer to this query. Within the last five years 141 pupils, of 14 years of age or above, appear to have left the school; and of these, 45 (or about 32 per cent.) had reached the third or higher classes before they left.

5.—The extra branches taught are geometry, mensuration, algebra, and book-keeping. I examined the fifth class in geometry and algebra, and found the proficiency moderate.

6.—No industrial instruction.

7.—Most satisfactory. The pupils are docile, orderly, and very well-behaved. I did not observe the slightest evidence of rude manners or mischievous or improper habits amongst them. I consider their moral training excellent.

8.—From 9.55 to 10, morning prayer; 12 to 12.5, Angelus; and from 2 to 3 o'clock, religious instruction. These arrangements are most strictly observed, and in such a spirit as to render the school *bonâ fide* available for the instruction of pupils of different religious denominations. There are six Protestants attending the school at present, and these are invariably sent into a separate room to study their ordinary business, under the care of a *Protestant* paid monitor, during the periods set apart for prayer or religious instruction.

9. (*a*).—Moderate only. They are not lads of much natural ability.

9. (*b*).—One has instructed his class very well, and seems to have a fair aptitude for teaching; I have not formed a very favourable opinion of the services of the others.

9. (*c*).—They receive special instruction from 9 till 10 o'clock each morning, and from 10 till 12 o'clock on Saturdays. They also receive instruction along with the senior class, in school, for about 1½ hour each day.

9. (*d*).—The answering of four was moderate only, not evidencing much capacity; the other two had not been appointed at the date of the last annual examination.

10.—Quite satisfactory. I am convinced that the rules and regulations of the Board, and especially those intended for the protection of pupils of different religious denominations, are strictly and conscientiously observed by the conductors of the school.

 11. (*a*).—There

11. (*a*).—There are two school-rooms, each 55 by 25 feet; there is accommodation, therefore, for 458 pupils, or more than twice the average daily attendance.

11. (*b*).—Excellent; could not be better. The school-rooms are lofty, well lighted, and well ventilated.

11. (*c*).—This could not be ascertained; but the school wing of the building is valued, I have been told, at 2,500 *l*.

12.—The school is admirably supplied with all necessary or useful aids to teaching. The expense must have been very considerable; its exact amount I could not ascertain.

13.—A very large proportion of the pupils are the children of the very poorest classes in Killarney—children who, were it not for this school, would most probably never receive any instruction whatever, literary or religious. The good the school does in this way is really inestimable.

14.—This school has been in operation as a national school since 1839, and is the only national school for boys that ever existed in Killarney, or within two miles of the town. There are, however, three adventure or private day-schools in the town for boys—one kept by a quondam national teacher who was dismissed for incompetency; another by a national teacher who became physically incapable of discharging his duties, and who, in consequence, obtained from the Board a retiring allowance; and the third by a teacher of whom I know nothing.

15. A.—Inferior in this respect, I think, to those schools in the district which are under first-class teachers, but undoubtedly superior to the general run of ordinary national schools.

15. B.—No infant department.

15. C.—The proficiency of the senior class in geometry and algebra is not superior to what may be found in first-class teachers' schools.

15. D.—None.

15. E.—Very much superior, I conceive.

15. F.—Very much superior.

15. G.—Not surpassed by any school.

15. H.—Very much superior.

15. I.—Very much superior to even the best of the ordinary national schools.

15. K.—Infinitely superior. As a rule, the *poorest* children never attend the ordinary national schools.

	1860.	1861.	1862.	1863.
16.—Inspections	3	3	2	2
Incidental visits	2	- -	1	1

17.—The remarks of the Inspector regarding the literary proficiency of the pupils are not very specific or detailed; they show, however, that he considered the proficiency to be, on the whole, only moderately satisfactory.

18.—I am satisfied that this school has succeeded in gathering together a larger number of pupils, and particularly a very much larger number of the poorer children, than any mere *lay* national school would have done; and in so far it has rendered to the cause of popular education a real service, the value of which cannot easily be overrated.

It has also educated a considerable number of teachers, some of whom are at present in charge of national schools in this district, and discharge their duties most efficiently.

But the conductors of this school would not tolerate the establishment of any other national school for boys within the sphere of their influence. Now, while I am sincerely disposed to do ample justice to the merits of this school, and while I do not hesitate to say that, had I to choose between the two classes of national schools, I would infinitely prefer this school to even the very best lay national school that could be established in its stead; I am nevertheless satisfied, that by itself it is not sufficient to meet the educational wants of an area whose population cannot be less than six thousand, and that there is ample room within that area for two or more lay national schools, which I am perfectly confident, with moderate encouragement, or even if only allowed a clear stage, would flourish and do much good without interfering with this school, or with one another.

In my general report for 1860, I stated that I had learned, from the best authority, that the number of children attending schools in Killarney was considerably less than that of those who never entered a school. I made that statement on what I deemed most trustworthy information. But having recently made inquiries on this point from several parties, and particularly from the District Inspector, I am led to believe that the statement was an exaggerated one, and accordingly I take this opportunity of modifying it.

(signed) *John E. Sheridan*, Head Inspector.
(Roman Catholic.)

7 June 1864.

County Kerry, Roll No. 533.

KILLARNEY FEMALE, No. 1, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 27 and 30 May 1864.—Manager, Mrs. Fitzgerald, Killarney.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
626	264	78	32	48	24	49	231
Average Age - - -		5·2	8·5	9·6	14·3	13·1	10·5

Answers to Queries.

1. (*a*).—The teaching power is adequate. There are eleven teachers, eight of whom are constantly employed during school-time, and six paid monitresses. Some of the members of fourth and fifth class are employed as unpaid monitresses.

1. (*b*).—The teachers are all well-educated ladies; some of them are accomplished as linguists, musicians, &c. Their method and organizing skill are creditable to them.

2.—Fairly efficient.

3.—Very fair.

4.—84·1 per cent.

5.—Fair results.

6.—Satisfactory.

7.—Satisfactory.

8.—From 2 to 3 o'clock is devoted, each of the first five week-days, to religious instruction; and on each of these days an intermission of five minutes from 12 o'clock takes place for prayer. These arrangements are strictly observed.

9. (*a*).—Three of the six monitresses are tolerably well qualified; the other three are fairly so.

9. (*b*).—Fair.

9. (*c*).—They receive about two hours' instruction daily in the subjects of their programme.

9. (*d*).—Two only of the six have attended district examinations. One acquitted herself fairly; the other was dismissed, and subsequently retained on trial.

10.—They observe them strictly.

11. (*a*).—Satisfactory.

11. (*b*).—Satisfactory.

11. (*c*).—The building, offices, &c. have cost from 400*l.* to 500*l.*

12. This school is well supplied with these matters. In 1862 and 1863, 38*l.* 11*s.* 5*d.* worth was purchased.

13.—The operation of this school exercises excellent effect in this way.

14.—A very considerable number of the attendants on the ordinary female and mixed schools, as soon as they are advanced to third class, and strong enough to walk a distance of from three to four miles, leave the ordinary female or mixed schools and become pupils of this school. Some girls of this class, with the same view, who reside too far to walk, take lodgings with relatives or acquaintances in the town for several months at a time. No agency is at work to produce this result, except the superior opinion entertained by the parents of the efficiency of this school.

15. A.—The pupils remain at this school longer than the pupils of the ordinary female national schools remain at them; hence they acquire greater proficiency.

15. B.—There are no departments for infant pupils in the ordinary female national schools.

15. C.—Music and drawing are not taught in any of the ordinary female national schools.

15. D.—Superior to the great majority of the ordinary female national schools.

15. E.—Superior to the majority of the ordinary female national schools.

 15. F.—Much

15. F.—Much more carefully and impressively given.
15. G.—As exactly observed.
15. H.—Superior to any ordinary female national school.
15. I.—Superior in this respect.
15. K.—Far more effective.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	–	–	–	–

17.—Favourable.
18.—Having been in operation for many years, this school has very greatly served the cause of education generally in this locality, and served to attach the greater part of the community to the National Education system. No ordinary female national school or schools, if established in the town for the same time, could possibly have dispensed education to so many. A good many of its former pupils have become teachers, and their efficiency in most essential points—as regards manners, religious sentiment, general moral animus, and habits of neatness, cleanliness, order, &c.—has resulted from their attendance in this school.

2 June 1864. (signed) *T. Macnamara*, District Inspector. (Roman Catholic.)

County Kerry, Roll No. 6,654.

KILLARNEY, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 23 and 25 May 1864.—Manager, Rev. W. Horgan, Killarney.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
262	137	41 Boys / 69 Girls	25	16	11	11	173
Average Age - - -		5·3 Boys / 6·10 Girls	9	11	12	11.3	

Answers to Queries.

1. (*a*).—The teaching power is adequate. There are twelve teachers (four of whom attend the school during school-time, at different periods of the day), three paid monitresses, and six resident pupils who teach as a class of unpaid monitresses.
1. (*b*).—The teachers are all well-educated ladies, and some of them are accomplished as linguists and musicians, &c. Their method and organizing skill are creditable to them.
2.—Fairly efficient.
3.—Satisfactory.
4.—80·2 per cent.
5.—Drawing is not taught. Instrumental music is taught to some of the pupils very effectively.
6.—Satisfactory. Particular care is taken in instructing the junior learners.
7.—Excellent.
8.—Religious instruction is given from 2.45 to 3.15 o'clock in the first five days of the week,

week, and this arrangement is strictly observed. Some of the irregular and older attendants receive religious instruction on Sunday, for an hour.

9. (*a*).—One of the three paid monitresses is talented and well qualified; the other two are tolerably so.

9. (*b*).—Fairly effective.

9. (*c*).—They are instructed in the subjects of their programme daily, for about two hours.

9. (*d*).—None of them have been at a district examination of monitors yet.

10.—They are strictly observed.

11. (*a*).—The principal room is a temporary one, 45 by 15 feet; and the room for infant pupils, which contains a gallery, is 18 by 12 feet. These rooms afford satisfactory accommodation.

11. (*b*).—Satisfactory.

11. (*c*).—Infant school-room, 100 *l.* The principal school-room forms part of the convent building, and is so used pending the intended erection of school premises. There is no way of ascertaining the cost of the principal school-room.

12.—£4 18 *s.* 11 *d.* expense incurred in providing such matters in 1863. The school is well supplied with maps, &c.

13.—The effect of this school in attracting a considerable number of children of the poorer classes to it takes place here, as in the other convent schools, very usefully.

14.—The ordinary female national schools within a circuit of four miles of this school are only three in number; the attendance on them is very little affected by this school. There are, within the same circuit, three mixed schools (for boys and girls), attended by the same class of pupils as the three female national schools, namely, girls between the ages of 4 and 13.

A considerable number of the attendants on these rural schools leave them when they become members of third class, and when strong enough to walk a distance to this school from their homes. No agency is at work to produce this result, except the favourable opinion the parents entertain of convent schools. In all probability these pupils would leave the rural schools permanently at the time they become attendants on this convent national school.

15. A.—The efficiency of the general course of instruction is greater in one point of view than that of the ordinary national schools for girls. The attendants remain longer at this school than those of the ordinary female national schools, and hence acquire more proficiency.

15. B.—There are very few infant pupils attending the ordinary female national schools. This school, having a separate department for infants, of course far surpasses all the ordinary female national schools in the care and instruction of infant pupils.

15. C.—Neither drawing nor music is taught in any of the female national schools of this district.

15. D.—Industrial instruction is more effectively given than in the large majority of the ordinary female national schools.

15. E.—Superior to the generality of the ordinary female national schools.

15. F.—Much more carefully and impressively imparted.

15. G.—As exactly observed.

15. H.—Equal to the best ordinary female national schools.

15. I.—Superior in this respect.

15. K.—Far more effective.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	–	–	–	–

17.—Favourable.

18.—I look upon this convent school as a very useful institution. It is not so largely attended as the other convent schools, and has been in operation not more than eight or ten years. Its effectiveness has been confined to Killarney and its vicinity.

(signed) *J. Macnamara*, District Inspector.
(Roman Catholic.)

2 June 1864.

County Kerry, Roll No. 4062.

Listowel Convent National School.

Name of Order, Institute, or Community :—Presentation Order.

Visited 30 and 31 May and 7 June 1864.—Manageress, Mrs. M. A. Stack, Listowel.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
818	295	158	72	75	68	50	423
Average Age - - -		5·8	10·2	11	13·5	15·2	9·9

Answers to Queries.

1. (*a*).—The present teaching power is quite adequate.

1. (*b*).—So far as I could form an opinion, the acquirements of the teachers are very good; their method of teaching and organizing skill are fair.

2.—Judged by its present results, the instruction has not been as efficient, on the whole, as could be desired.

3.—The management, care, and attention of the infant pupils are satisfactory.

4.—I have gone carefully over the school records for the last eight years, and I find that, of the number of pupils who have, in the opinion of the manager, finally given up schooling within that period, 61 per cent. were in the third or higher classes.

5.—Music has been very successfully taught in this school. Drawing has not been as yet introduced.

6.—The results of the industrial instruction have been very satisfactory.

7.—The results of the moral training, as to the habits and manners of the pupils, are all that could be desired.

8.—The time devoted to religious instruction is quite ample, and the care bestowed on it most satisfactory. The specified arrangements as to the giving of religious instruction are well observed.

9. (*a*).—The acquirements of the monitors are, on the whole, very fair.

9. (*b*).—I believe that they discharge their duties as junior instructors efficiently.

9. (*c*).—The measures adopted for preparing them for their duties are satisfactory. They are taught occasionally with the advanced classes, and they receive in addition extra instruction.

9. (*d*).—The results of their annual examinations have been, on the whole, fairly creditable.

10.—The Board's rules are well observed by the conductors of this school.

11. (*a*).—The accommodation is quite sufficient. The average daily attendance for the year ended the 31st March 1863 was 313·3. Allowing six square feet for each child, there is accommodation for 585 pupils.

11. (*b*).—The healthiness and accommodation of the school-rooms are satisfactory.

11. (*c*).—As well as the manager could estimate, from 600 *l.* to 700 *l.* were expended on building and furnishing the school-rooms.

12.—There is an ample supply of maps and other school requisites, the community having expended, during the four years ended December 1863, 38 *l.* 6 *s.* 11 *d.* on the purchase of them.

13.—The excellent ladies who conduct the school give every year a large amount of clothing to the more destitute of their pupils, and supply breakfast every day to a number of them; the expectation of getting their breakfast, or of obtaining clothing, no doubt induces many poor girls to attend this school who otherwise, in all probability, would attend no school.

14.—I have been informed that there had been a lay female school in the town previous to the establishment of this school, and that it was withdrawn from connection with the Board, by the manager, as soon as this school commenced operation.

15. A.—The efficiency of the general course of instruction is, on the whole, about equal to that of the ordinary girls' schools of the district. In some branches, such as arithmetic, geography, and grammar, the proficiency attained by its pupils is not equal to that of the pupils attending the ordinary lay schools; but in other subjects, such as reading and writing, especially

especially in the higher classes, and particularly in composition, it is far superior to that attained by the pupils of any of them.

15. B.—As regards care, &c. of the infant children, it is superior to any of the ordinary girls' schools.

15. C.—As neither music nor drawing is taught in any of the lay female schools of this district, of course as regards the former branch this school is superior to any of them.

15. D.—The industrial instruction given in this school is superior to that given in any of the ordinary girls' schools.

15. E.—Superior as regards moral training to the lay female schools.

15. F.—Superior to the ordinary female schools of the district.

15. G.—The Board's rules are as well observed in this as in the ordinary female schools.

15. H.—Superior to the great majority of the female schools as regards accommodation.

15. I.—The supply of educational apparatus is as good in this as in the ordinary girls' schools.

15. K.—For the reasons assigned in answer to Query 13, the attractive influences of this school in bringing under instruction the children of the poor must be far greater than that of any ordinary female school of the district.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	3
Incidental visits - - -	- -	- -	1	2

17.—On the whole tolerably favourable.

18.—The operation of the school has tended to increase the amount of education in the district, as it is attended by a number of the more destitute children who would otherwise probably never attend a national school. It has also operated rather favourably in producing the agents by whom education is carried on, 16 of its pupils, I am informed, having become teachers in this country or in America. I have come in contact with five mistresses educated in this school, three of whom are efficient teachers, but not more so than some brought forward elsewhere; the other two had to be removed for incompetency.

There can be no doubt but that the fact of this school, conducted as it is by ladies who are so much revered by the public, being in connection with the Board has tended to attach the people to, and give them confidence in, the system of national education.

(signed) *Denis F. O'Driscoll*, District Inspector.
11 June 1864. (Roman Catholic).

County Kerry, Roll No. 1859.

MILLTOWN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 31 May 1864.—Manageress, Mrs. O'Sullivan, Milltown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
374	140	44	30	31	42	59	215
Average Age - - -		6·2	8·3	10·5	11·5	14·2	10·3

Answers to Queries.

1. (*a*).—The teaching power is adequate; there are 14 teachers, three paid monitresses, and a few of the members of the 5th class act as unpaid monitresses.

1. (*b*).—The teachers are all well-educated ladies; two of them attended a training

course of lectures at the Training Establishment, Marlborough-street, and one of them was a trained and efficient teacher for many years in the Board's service.

2.—Fairly efficient.

3.—There is no infant school department.

4.—95·7.

5.—Music has been taught for the last two years, with fair results.

6.—Satisfactory.

7.—Satisfactory.

8.—From two o'clock to three o'clock religious instruction is given in the first five days of the week, and an intermission of five minutes takes place also, on each of these days, from 12 o'clock for prayer. These arrangements are strictly observed.

9. (*a*).—Very fair.

9. (*b*).—Good.

9. (*c*).—They receive instruction in the subjects of their programme for about two hours daily.

9. (*d*).—Two of them attended the district examinations, and acquitted themselves creditably.

10.—They observe them strictly.

11. (*a*).—Very satisfactory.

11. (*b*).—Very satisfactory.

11. (*c*).—From 500 *l.* to 600 *l.* has been expended on the school-house and offices.

12.—The supply of such matters is very satisfactory; 16 *l.* 6 *s.* has been expended in this way during the last three years.

13.—The operation of the school exercises excellent effect in this way.

14.—This school has thinned the attendance in two of the neighbouring schools, one a school for females, and one a mixed school. There is but one other female school in the vicinity. The superior opinion of the value of this school entertained by the parents is the only cause of this result.

15. A.—The pupils remain at this school longer than the pupils of the ordinary female national schools do at them; the result is that a larger amount of proficiency is attained.

15. B.—There are no infant pupils attending this school.

15. C.—Neither music nor drawing is taught in the ordinary female national schools of this district.

15. D.—The industrial instruction is more effectively given than in the large majority of the ordinary female national schools.

15. E.—Superior to the majority of the ordinary female national schools.

15. F.—Much more carefully and impressively given.

15. G.—As exactly observed.

15. H.—Superior to any ordinary female national school.

15. I.—Superior in this respect.

15. K.—Far more effective.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	–	–	–	–

17.—Favourable.

18.—Its operation for many years has tended to raise the opinion of the lower orders as to the value of education, and doubtlessly to attach them to the system of national education. Had this school not existed, vast numbers of girls would never have been educated at all. About 20 of its former pupils have entered the service of the Board as teachers and monitresses; two of the former conduct schools in this district, one of whom is in every point an efficient teacher, and the other is generally a fairly satisfactory one. These young persons, in point of manners and appearance and general moral animus, rank above, as respects these qualifications, teachers who derived their education from ordinary female national schools. It cannot be questioned that their usefulness as teachers has been increased by their attendance on this convent school. Their religious sentiments, habits of neatness and order, and superior general moral animus are attributable to it, in addition to their respectable literary acquirements.

(signed) *Thaddeus Macnamara*, District Inspector.
(Roman Catholic).

2 June 1864.

County Kerry, Roll No. 545.

TRALEE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Nuns.

Visited 2 and 3 June 1864.—Manager, Very Rev. John Mawe, P. P., Tralee.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
735	443	230	70	73	25	36	434
Average Age - - -		5·0	8·5	10·9	10·8	12·5	7·5

Answers to Queries.

1. (*a*).—Fully adequate. The teaching staff comprises 11 nuns, who teach the ordinary branches; two nuns, who superintend the teaching of needlework; one workmistress; and eight paid monitresses.

1. (*b*).—One of the ladies attended a full course of lectures at the Central Training Establishment in Dublin. In general, however, the teaching is according to the old methods, and the organization of the school is open to improvement. The ladies are very anxious to have the services of an organizer.

2.—Reading is very well taught; the other branches tolerably well.

3.—There is a very large infant department connected with this school; but the room is not well adapted for an infant school, and is much crowded.

4.—I have not been able to arrive at any well-founded conclusion on the subject. The register does not contain the necessary information. I observe, however, that the pupils are repeatedly struck off the roll, and afterwards re-admitted; so that it is impossible to say whether those struck off have finally left or not.

5.—Fancy needlework is the only extra branch taught. The instruction is very efficient.

6.—Very satisfactory. All sorts of plain needlework are taught with great success.

7.—Excellent.

8.—Morning prayer, 9 to 9.5 o'clock; angelus, 12 to 12.5 o'clock; religious instruction, 2 to 3.10 o'clock. These arrangements are strictly observed, and the school is *bonâ fide* open to children of all religious denominations. There is one Protestant pupil attending, who is never allowed by the nuns to be present at prayer or religious instruction.

9. (*a*).—Of the eight paid monitors at present in this school, the acquirements of two are very fair; of four, middling; and of two, very indifferent.

9. (*b*).—Six render very fair service in that capacity.

9. (*c*).—They are instructed from 9 to 10 o'clock each morning, and for half an hour in the course of the day. They also receive religious instruction from 2 to 3 o'clock each day.

9. (*d*).—Two acquitted themselves very well, one tolerably, and two unsatisfactorily. The others have been appointed since the last annual examination.

10.—Most strictly observed.

11. (*a*).—Allowing six square feet for each pupil, there is accommodation for 480 pupils. I must say, however, that both the infant school-room and the principal school-room appeared to me to be very much crowded.

11. (*b.*)—The infant school-room is not a very suitable one. The other two school-rooms are excellent ones—well lighted and well ventilated.

11. (*c*)—I could not ascertain. The buildings were erected in 1810.

12.—Fair. There is a good supply of maps, and an adequate supply of the usual requisites.

13.—The beneficial influence exercised in this way by this school cannot be overrated.

14.—This school was first established in Tralee in 1809, and became connected with the Board of National Education in 1833. It is the only national school for girls that ever existed in Tralee, or within two miles of it, until a few months ago, when the Sisters of Mercy placed their school in connection with the Board.

15. A.—The ordinary national schools for girls in the Tralee district are, as a general rule, far from efficient. This school is, on the whole, certainly superior to any of them.

15. B.—Very much superior.

15. C.—The instruction given in fancy needlework (the only extra branch taught) is very much superior to that given in ordinary national schools.

 15. D.—Very

15. D.—Very much superior.
15. E.—Infinitely superior.
15. F.—Infinitely superior.
15. G.—Not surpassed by any school.
15. H.—Not surpassed by any of the non-vested schools. The vested schools, however, appear to me to afford a larger space per pupil.
15. I.—Fully equal to the best ordinary national schools of the district.
15. K.—Infinitely superior to even the very best of the ordinary national schools of the district.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	–	–	–	–

17.—Favourable in 1860, 1861, and 1862. The inspector does not seem to have had quite so favourable an opinion of the proficiency of the classes in 1863.
18.—This school has been in operation for more than half a century, and the amount of good it has done in diffusing the blessings of a good literary, moral, and religious education amongst the poorer classes in Tralee, and in educating and training up teachers for the various national schools of the district, cannot be overrated.

(signed) *John E. Sheridan*, Head Inspector.
7 June 1864. (Roman Catholic).

County Kerry, Roll No. 9266.

TRALEE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27 May 1864.—Manager, Rev. J. Mawe, Tralee.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
735	443	47	43	21	20	9	140
Average Age - - -		6·4	9·3	11·	13·	12·9	9·4

Answers to Queries.

1. (*a*).—The present teaching power is inadequate, but I believe that when the three girls I have selected for monitresses are recognised as such, it will be quite sufficient.
1. (*b*).—So far as I could form an opinion, the acquirements of the conductors of this school are good. Their method of teaching is on the whole fair, but they are as yet deficient in organising skill as teachers.
2.—It would not, perhaps, be fair to judge of the efficiency of the instruction by its present results. This school has been but a few months in connection with the Board, and previous to its becoming a national school, the course of instruction given in it was not in accordance with the "School Programme," some subjects considered most essential in national schools being much neglected, whilst other branches which do not enter into the "Programme," received a much greater degree of attention.
3.—The management, care, and instruction of the infant pupils are on the whole satisfactory.
4.—I could not ascertain the proportion of the pupils that have given up schooling altogether, that have attained to a satisfactory degree of education, as there were no regular records kept in this school previous to its being placed in connection with the Board.
5.—Drawing is not taught in this school, and instruction in music was not given regularly until lately. The girls appear to be making very fair progress in the latter branch for the time they have been receiving instruction.
6.—The results of the industrial instruction have been very successful.
7.—The results of the moral training as to the habits and manners of the pupils are satisfactory.
8.—The time devoted to religious instruction is quite ample, and the attention paid to it

it is very satisfactory. The specified arrangements as to the giving of religious instruction are well observed.

9. (*a*).—There have been no monitresses sanctioned as yet in this school.

10.—The Board's rules are well observed by the conductors of this school.

11. (*a*).—The accommodation is quite adequate. The average daily attendance from the 1st April, till the day of my visit (27 May), was 147·7. I believe that at no time will the average attendance exceed 200. Allowing six square feet for each child, there is accommodation for 276 pupils.

11. (*b*).—The healthiness and convenience of the school-rooms are most satisfactory.

11. (*c*).—I could not ascertain the expense incurred in building the school-rooms, as they form part of a long range of buildings. The rooms were furnished by the community at a cost of about 35 *l.*

12.—The supply of maps is very fair, the community having purchased 5 *l.* worth of them previous to the school being placed in connection with the Board, which with the maps granted in the first free stock, are fairly sufficient for the wants of the school. There is also a fair supply of school requisites, but as a great part of them were purchased by the pupils themselves before the school was taken into connection, I could not ascertain their cost.

13.—The charitable ladies who conduct this school, give every year a large amount of clothing to the more destitute of their pupils, and at certain seasons they supply breakfasts every morning to 70 of them. The hope of getting their breakfasts, or of obtaining clothes, has, in my opinion, the effect of drawing out of their homes, and bringing under the influence of instruction, several of the poorer children, who would otherwise, probably, not attend a school of any kind.

14.—I believe that the existence of this school has not in any way affected the operation of the lay female schools around it. In fact, there had been no school of that class in its immediate neighbourhood for some time previous to its establishment.

15. A.—The efficiency of the general course of instruction is certainly, at present, much inferior to that in the ordinary girls' schools of the district.

15. B.—The care, &c., bestowed on infant pupils is, at least, equal to that bestowed on them in the ordinary female schools.

15. C.—Neither music nor drawing is taught in any of the ordinary female schools of this district. As regards the teaching of music, this school is, of course, superior to them.

15. D.—As regards industrial instruction, this school is superior to the ordinary girls' schools of the district.

15. E.—The moral training in this school is superior to that in a large proportion of the ordinary female schools.

15. F.—Superior to the ordinary female schools as regards religious instruction.

15. G.—The Board's rules are observed, as well in this as in the ordinary national schools.

15. H.—The accommodation in this school is better than in a large proportion of the ordinary female schools.

15. I.—At present the supply of apparatus in this school is not as good as in the majority of the lay female schools of the district.

15. K.—The attractive influence of this school in bringing the children of the poor under instruction, is, of course, far superior to that of any ordinary female school, for the reasons I have assigned in answer to Query 13.

16.—School not in connection.

17.—School not in connection with the Board till February 1864.

18.—I am satisfied that the operation of this school is calculated to increase the amount of education in this district, as it is attended by many of the poorer children, who otherwise would not, as already stated, probably attend a school at all.

As but a few months have elapsed since this became a national school, its operation cannot, as yet, influence in any way the other schools in its neighbourhood.

The fact of this school having been placed in connection with the Board, has certainly tended to attach the people to, and give them confidence in, the system of national education.

(signed) *Denis F. O'Driscoll*, District Inspector.
(Roman Catholic.)

9 June 1864.

County Kildare, Roll No. 4997.

Athy Convent National School.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 27 and 31 May 1864; 6 June 1864.—Manageress, Mrs. Slevin, Athy.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
646	283	245	82	26	18	26	397
Average Age - - -		5·9	7·8	10·8	10·7	14·6	—

Answers to Queries.

1. (*a*).—Quite satisfactory; there are 12 nuns engaged teaching every day.

1. (*b*).—Acquirements not directly tested, nuns not being liable to examination; but judging from their manner and address, and the state of the classes committed to them, I consider their acquirements very high. Their method of teaching is very good, and their organizing skill is excellent. Most of the nuns get a liberal education of a high order, and are highly accomplished; some draw and paint admirably, and know music and French; others know French and music, having been educated in France; one of them is very highly qualified, especially in the subjects prescribed for the first-class teachers in the National Board's programmes, and having been, before her profession as a nun, trained under the Board, is technically regarded and recognised as an organizer, and through her services the school has been allowed the enjoyment of all the privileges accorded to organized schools.

2.—Very satisfactory.

3.—Very good. The infant pupils obey with regularity and promptitude every order and every signal, and this great discipline is established so judiciously that the children always show eagerness to go to the school.

4.—Since January 1860, 60 pupils, 14 years of age and upwards, were struck off the rolls and register, being supposed to have finally left school. Of these 60 pupils, 46, or 76·6 per cent., were reading third or higher books, and writing on paper; 14 of them, or 23·4 per cent., got no higher than Sequel No. 2 Book, and writing of round-hand; but in every case they had attended irregularly, and were not left sufficiently long time at school, and so they could not be made proficient in any school, or by any teachers; of the same 60 pupils, 19, or 31·6 per cent., reached Fourth or Fifth Book, and were proficient in parsing, proportion, practice, and interest, writing from dictation, and geography, and were excellent at penmanship and reading. Three of these entered convents since, and are employed in teaching, and one is a governess. To this number of 60 are to be added the nine senior and three junior monitresses, who will all be able to earn their support as teachers, in one capacity or another, when their course shall have been completed.

5.—Vocal music is taught excellently, and any of the pupils, especially the monitresses, who give proof of taste and talent, are taught instrumental music as well as they could be taught by a professor. Drawing is admirably taught; some pupils draw surprisingly well in crayon, and can paint remarkably well. If the Commissioners wished, I would gladly forward a few of their drawings.

6.—Quite satisfactory. There is a room specially set apart for industrial work. All the classes are taught in succession by the nuns, and by a workmistress, paid by the Board since January 1863. At present she gets 15 *l.* per annum from the Board. The instruction is of a very practical, useful character; the pupils are taught to mend their clothes, to knit, to darn, and after some time, under instruction, to make plain clothes. The nuns aim at no higher point in this business, seeking to make the pupils useful in their homes, so as, at the same time, not unduly to interfere with their literary progress. Nearly all the children bring their own materials to work on, the best proof that the instruction is valued and successful.

7.—Very satisfactory. I make this statement, in reference to this school, as the result of my own observation for more than four years, being so long a resident in the town of Athy and its vicinity.

8.—Religious instruction is given every day from 11.55 to 12.55 o'clock. This arrangement is rigidly observed. It is specified on the time-table hung up in the school.

9. (*a*).—Good,

9 (*a*).—Good, generally; two failed last year at the annual examination. Gratuities were awarded by the Board for the good answering of the rest.

9. (*b*).—Good; some of them very good.

9. (*c*).—They are specially instructed for an hour every school-day, and for two hours on Saturday; some of them are taught instrumental music, as well as singing, especially on Saturday; they are besides taught along with their class, and they are exercised in teaching the classes under the direction and correction of the nuns.

9. (*d*).—Satisfactory, with the exception before mentioned; they are generally satisfactory every year.

10. They are scrupulously observed.

11. (*a*).—More than sufficient. There is floor-area in school-rooms and class-rooms for over 500 pupils, at six square feet for each pupil.

11. (*b*).—Excellent.

11. (*c*).—Over 1,300. The cleaning, painting, and repairs of the rooms, desks, and seats, windows, &c., cost the nuns about 16 *l.* per annum.

12.—There is a full and complete supply. Some of it was given by the Board as free stock; in providing the rest, at reduced prices, the nuns expended over 30 *l.*, not taking into account any article not still in use, and fit for use. The nuns expend annually between 6 *l.* and 7 *l.* in providing books, papers, slates, and sewing materials, for which they get no return from their pupils, and of all requisites for literary and industrial purposes, they keep a constant steady supply.

13.—The effect is very considerable. The poor children are treated with great care and tenderness; they are never asked to pay school-fees, and there is never a word about whether they pay or do not pay. Thus the feelings of the poor are spared, for which they are always grateful. Again, the poor, knowing that the nuns teach and undergo all the drudgery of school labour, cheerfully and zealously, without any expectation of reward in this life, but solely for the love of God and their neighbour, venerate the nuns, and make efforts to send their children to them which otherwise they would never make. There are some destitute persons in the town who do not send their children anywhere; but they are persons who are so degraded by vice and dissipation, and every misfortune, that they become utterly careless of themselves and their children.

14.—The only female school at present within a circuit of over six miles of this school is the Athy Model Female National School, somewhat less than half a mile distant. There was a rivalry between the two schools since they were established in 1852. I believe the rivalry was equal, each striving to win pupils by superior teaching. At the close of 1861, the Roman Catholic Archbishop of Dublin, by pastorals and sermons, aided by the parish priest, began to give active opposition to the model school, and, in consequence, many girls left the model school and went to this nunnery school, and such opposition is still maintained, and with like results. There was a female school in 1860, and part of 1861, at Kilberry, three miles distance from Athy. It was broken up from want of sufficient average attendance; but that school was not well attended at any time, the population not being numerous. There was no effort made on the part of the nunnery to break up that school, and in fact the model school gained as many scholars by the break-up as the nunnery. There is no record of any other female schools having ever existed within a circuit of from six to seven miles. The national schools within that circuit are mixed schools, *i.e.*, attended by males and females, and taught by male teachers, viz., Churchtown, 3½ or 4 miles; Ballyroe, three miles; and Shanganamore, four miles distant. Girls go from these schools occasionally, when they are old enough and prepared enough, and become pupils in the nunnery national school; but in doing so they are not under any influence exercised for or by the nuns. They and their parents prefer the nunnery school, and it is only natural, and it is really for their advantage that they should.

Except what advantage this school derived from the opposition to the model school, it owes its present position to the attractive character which nunnery schools have, and to its great efficiency.

Before the establishment of the nunnery in Athy, there was a female national school there. This was broken up to make way for the nunnery school.

15. A.—Superior to all.

15. B.—Superior to all. This must be the case, because there are rooms specially set apart for the infant pupils, and furnished with a gallery and apparatus, specially adapted for their instruction; and next the teachers, devoted themselves specially to the care, management, and instruction of infant pupils, in which they exhibit rare ability, attention, and zeal. They sing for, and with them, and to form their ear, and direct their voice; they play on the harmonium for them. These advantages cannot exist in any ordinary female National School.

15. C.—Quite superior music and drawing are taught so admirably that there could be no ground for comparison between this and any other ordinary National School, with regard to the teaching of these branches, even if taught at all; but the fact is, they are not taught in any ordinary female school in the district.

15. D.—Superior to all except six.

15. E.—Superior to all. This will easily be believed by any one who considers that the nuns devote themselves specially to the inculcation of morality. Whilst the secluded life they lead, remote from the cares, struggles, and passions of the world; and their known acknowledged disinterestedness, and their skill and discernment as to proper time and occasion, must lend force and weight to their admonitions.

 15. F.—Very

15. F.—Very superior to all, for all the reasons stated in answer to last query, and to QUERY 13, page 2.

15. G.—Equal to all, or any, in scrupulous observance of them.

15. H.—Superior to all.

15. I.—Superior to all.

15. K.—Superior to all, owing to the esteem and veneration in which nuns are held, especially for the reasons, amongst others that might be adduced, stated in answer to query E. and to query 13, page 2.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	4	2	2
Incidental visits - - - -	-	2	1	1

17.—They all express approval and praise of the state of the school.

18.—This school was established in 1852, under the guidance of the nuns. From the commencement, it was effectively worked. It has done great service to the public by the inculcation of personal neatness and tidiness, and a taste for industrial pursuits, and it has brought vocal music into every house.

It is also now diffusing a taste for drawing. In short, it is carrying into practical effect everything which the Commissioners of National Education have expressed a desire to advance through their system. Through the Board's Books which are alone used in communicating secular knowledge, every household has a supply of knowledge suited to the humblest capacity, at a very low price.

Brotherly love, and obedience to authority, are constantly taught; and thus the two branches of education, secular and religious knowledge, are practically and effectively carried on in this school.

(signed) *Michael Coyle*, District Inspector.
(Roman Catholic.)

11 June 1864.

County Kildare, Roll No. 1151.

CLANE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—The Presentation Order.

Visited 27 May 1864.—Manager, Rev. E. Conroy, P.P., Clane.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
184	84	24	15	31	13	5	88
Average Age - - -		7·3	9·1	11	11·1	12·8	9·8

Answers to Queries:—

1. (*a*).—Ample; one teacher for every fifteen pupils, in average daily attendance.

1. (*b*).—Acquirements respectable; method, very painstaking in every case, and fairly skilful in most instances, organizing skill, moderately displayed.

2.—The most essential branches, such as reading, penmanship, dictation, and needlework, are successfully taught. Arithmetic tolerably so, but as the school is open to all pupils "free of charge," sufficient attention is not devoted by the latter to the preparation of their home lessons, and their proficiency in grammar and geography, is therefore limited.

3.—There is, at present, no "infant" department, in consequence of the want of an additional class-room.

4.—My connexion with the school is so short that I have been obliged to refer to the school records for this information. It appears from them that 16 per cent. of such pupils had reached the Fourth Class, and 28 per cent. the Third Class before they finally left the school.

5.—Several pupils have attained fair proficiency in vocal music, especially sacred music. No instruction given in drawing, &c.

6.—A considerable number of pupils have been enabled to earn a livelihood (after leaving school) owing to their skill in needlework.

7.—The

7.—The pupils are very gentle and modest in their deportment, and truthful in their language. They are also very affectionate in their bearing towards their teahcers.

8.—Ample time is set apart for this duty in the schoolroom, and the pupils receive additional instruction (from the nuns) in the neighbouring church.

9. (*a*).—Pretty fair.

9. (*b*).—They are attentive to their duties, but not sufficiently earnest or skilful in teaching their respective classes.

9. (*c*).—The nuns take particular interest in their instruction, but complain that they do not prepare their home lessons satisfactorily.

9. (*d*).—I have not conducted any such examination in this district for many years. It appears from the records left by my predecessor that the answering of the monitors was satisfactory in only a few cases.

10. As far as I have had opportunity of judging, the rules of the Board appear to be adhered to.

11. (*a*).—The school-room is large enough for the accommodation of a much more considerable attendance of pupils. One or more class-rooms are, however, required.

11. (*b*).—Very satisfactory.

11. (*c*).—The house is a "vested" one, but more than 100 *l.* has been expended (from local sources) in building and improving the school house, &c.

12.—There is a good supply of maps and "school requisites," but too limited a number of charts and apparatus of other descriptions.

13.—Every penny granted by the Board, in the shape of salary, gratuities, &c., is expended upon the improvement of the school-house, repair of furniture, or clothing and feeding of the more destitute children, many of whom could not possibly attend school, unless assisted in this way and supplied with books, paper, &c., gratis, in addition.

14.—There is no other female school within two miles of this one; a healthy spirit of competition is, however, kept up, in consequence of its existence, and the neighbouring schools are thus rendered more efficient. Some of the destitute attend it in preference, for the reason assigned. (13th Query).

15. A.—The branches which most conduce to the future happiness of the female pupils are taught with greater success; the others are not so carfully attended to, as in ordinary Female National Schools.

15. B.—No special system of instructing the infant children is at present followed, but I have strongly urged their separation from the other pupils, and the adoption of a more judicious system of instruction; this is likely to be soon effected.

15. C.—Music is taught with greater success than in most of the other female schools.

15. D.—Considerably above the average in this respect.

15. E.—I am happy to report favourably both of the ordinary female schools and the present one in this respect; many of the former, however, are conducted by teachers who received their own education in "convent" schools.

15. F.—The same remarks, as those given above, apply to the subject also.

15. G.—The rules of the Board appear, with some trifling exceptions, to be observed with equal fidelity in both classes of schools.

15. H.—The school-room in this case is much larger and more neatly kept than in most "lay" schools.

15. I.—The school is more amply supplied with maps and ordinary school requisites, but as many of the ordinary schools have been furnished with an "organising" free stock, they are in most cases better supplied with apparatus than this school is at present.

15. K.—It has a most decided advantage over ordinary schools in this respect, although the regularity of the attendance is interfered with, owing to the nonpayment of "school-fees" by the pupils, even those well able to do so.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	2
Incidental visits - - -	–	3	–	1

17.—Favourable.

18.—This school has been in operation for many years, and during that period has effected a large amount of good in preparing the female portion of the community for the faithful fulfilment of their several duties in after life, and has enabled many of them besides to secure employment as nursery governesses, childrens' maids, &c., through the influence or favourable reports of their teachers. It is much to be regretted that the rules of their order prevent the nuns from exacting school fees, which would, in most cases, secure more regular attendance on the part of the pupils, and induce their parents to co-operate more effectively in requiring them to study at home. I have on several occasions heard this school highly commended for its practical usefulness by clergymen of the Roman Catholic and Protestant persuasions, and by other persons well qualified to form a correct opinion on the subject.

(signed) *George R. O'Galligan*, District Inspector.
(Roman Catholic.)

27 May 1864.

County Kildare, Roll No. 771.

Kildare Convent National School.

Name of Order, Institute, or Community :—The Presentation Order.

Visited 25 and 30 May 1864.—Manager, Very Rev. Dr. Brennan, V. G., P. P.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequel.	Third Class.	Fourth and Higher Classes.	Total.
260	108	40	28	32	20	12	132
Average Age - - -		6·6	9·3	10·1	12	13	9·4

Answers to Queries.

1. (*a*).—Ample.

1. (*b*).—Pretty fair as to acquirements. "Method of teaching," earnest and fairly skilful, organising skill, moderate. Most of the teachers being already advanced in years.

2. (*c*).— The proficiency of the pupils in reading, penmanship, arithmetic, and needlework is very satisfactory, while the acquaintance with the less essential branches, such as grammar and geography, is comparatively limited, except in a few cases.

3.—The younger pupils are taught in the same school-room with the senior pupils, and no special instruction (as practiced in "Infant" schools) is at present given to them.

4.—This was my first visit to the school, and I was obliged to confine my inquiries (under this head) to an inspection of the school records, from which it appears that since the beginning of 1862, about 44 per cent. of the pupils, who finally left the school, belonging to the fourth class, 20 ditto to the third class, and about 25 per cent. had reached the sequel ditto.

5.—The amount of instruction given in drawing is very limited, but a fair proportion of the senior pupils can sing different pieces very creditably, and have a reasonably good knowledge of the theory of music, some even can play on the harmonium or piano.

6.—A large proportion of the pupils have acquired fair proficiency in plain needlework, and several of those who left the school have obtained good situations as nursery governesses, childrens' maids, &c., owing to the industrious and steady habits they acquired at school.

7.—Owing to the proximity of the Curragh Camp, a few of the pupils (whose parents are employed at the latter, or connected with training establishments for horses), are inclined to be unruly or idle, the greater portion of the scholars, however, are very docile and good-tempered, orderly, and submissive in their observance of the rules of the school, and very respectful and affectionate in their bearing towards their teachers.

8.—The arrangements for religious instruction are satisfactory, and appear to be faithfully observed. (*See* answer to 10th query for an exception).

9. (*a*).—Fair.

9. (*b*).—They are very anxious to fulfil their duties conscientiously and efficiently, but when called upon to examine the pupils in my presence, displayed great timidity; and as this was my first visit, I can scarcely offer an opinion as to their usefulness or otherwise, as teachers.

9. (*c*).—Very satisfactory.

9. (*d*).—It appears from an inspection of the district records, that gratuities have been awarded on several occasions for the instruction of the monitors in this school.

10.—The rules of the Board appear to be faithfully observed, except that on the first day of my visit several of the pupils made the sign of the cross at a time (one p.m.) not appointed for religious instruction; this did not occur again, after I had called the attention of the teachers to the breach of rule.

11. (*a*).—The rooms are sufficient to accommodate more than twice the number in (average) attendance.

11. (*b*).—Very satisfactory.

11. (*c*).—The building in which the school is now held had originally been a granary, more than 100 *l.* has been expended by the nuns in converting it to the present use, subsequent improvements, repairs, &c.

12.—Very satisfactory as to supply of apparatus, (most of which had, however, been granted by the Board), maps, and ordinary school requisites.

13.—Many

13.—Many of the pupils belong to the middle classes, the great majority, however, are the children of labourers, horse trainers, and tradesmen; the nuns give the more destitute pupils clothing (occasionally food); no school fees are accepted, even from the most respectable pupils, and as all grants, in the shape of gratuities or salary, received from the Board are expended in some way or another, calculated to advance the interests of the school, or secure the attendance of even the most destitute, few of the latter fail to avail themselves of those opportunities.

14.—There is no other Female National School within a radius of considerably more than three miles from the town of Kildare.

15. A.—The branches most calculated to advance the interests of the pupils in after life are more successfully taught in this school; but the proficiency of the pupils in other branches, such as geography and grammar, is inferior to the average standard of female (lay) schools throughout the district.

15. B.—There are very few schools in the district where suitable instruction is given to "infant" pupils at present; the proficiency of the latter in this school is not inferior to what we find in similar lay schools of the district.

15. C.—The result of the instruction given in vocal music is considerably above the average of lay girls' schools in this district.

15. D.—Much more satisfactory than in most lay schools of the district.

15. E.—The pupils appear to be more cheerful, and, at the same time, more respectful to their teachers. In most schools of the district, the moral principles of the pupils appear to have been cultivated with care and fair success.

15. F.—The religious instruction of the pupils, as far as my other duties have enabled me to inquire, appear to have been carefully attended to. Both in the ordinary girls' schools and in this one more time has, however, been devoted to religious teaching by the ladies who conduct this school.

15. G.—With the exception already referred to (in my answer to the 10th Query), the rules of the Board appear to be faithfully adhered to in both classes of schools.

15. H.—The decrease of the population, owing to emigration and other causes, has reduced the attendance of pupils generally throughout the district, and therefore relatively increased the accommodation for the former: the addition of a second room is a convenience which is found in this school, but in very few others throughout the district.

15. I.—This school is better supplied with educational apparatus than most of the rdinary girls' schools.

15. K.—As the teachers of this school are obliged (by the rules of their order) to devote to the improvement of the school what lay teachers would be forced to expend upon their own wants, this school is, of course, far more attractive to the class in society for whose benefit National Schools are principally intended.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	2	4
Incidental Visits - - -	–	–	–	–

17.—Very favourable.

18.—During the course of this enquiry, some facts came under my notice which it may be desirable that I should here refer to, since they illustrate the working of this school as an institution that is eminently adapted for not only cultivating the minds of the younger members of the community, but also of training them to industrious self-reliant habits that are certain hereafter to render them valuable members of society. The day preceding my visit, a former pupil of the school, who now holds a responsible position in the family of W. Dargan, Esq., presented the superioress with a copy of "Haydock's Bible" and other illustrated works, that must have cost the grateful donor at least 8 *l.* or 9 *l.* One of the present pupils will, in the course of a few days, leave school to undertake the duties of nursery governess in a respectable family residing at Liverpool. Another of their pupils now holds the very responsible position of matron in the largest workhouse of her native county, and a considerable number of other persons (whose history I cannot enter into for want of space) are enabled to support themselves with satisfaction to their employers, and feelings of gratitude in their own minds for the invaluable services that their disinterested teachers have rendered them.

(signed) *Geo. R. O'Galligan*, District Inspector.
(Roman Catholic).

30 May 1864.

County Kildare, Roll No. 779.

MAYNOOTH CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Presentation Order.

Visited 1st day of June 1864.—Manager, Mrs. M. McKeever, Presentation Convent, Maynooth.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequel.	Third Class.	Fourth and Higher Classes.	TOTAL.
266	129	29	15	32	20	21	117
Average Age - - -		5·2	7·7	9·6	11·1	13·5	9·1

Answers to Queries.

1. (*a*).—There is a sufficient number of teachers, but several of them are advanced in years.

1. (*b*).—"Acquirements," respectable; "method," earnest and intelligent; "organizing skill" (of the principal teachers), moderate.

2.—The proficiency of the pupils in needlework, writing, dictation, reading, and grammar, is very fair; in the first branch, excellent. The questions in arithmetic are not worked with sufficient accuracy in many instances, and the amount of instruction in geography is limited.

3.—No special instruction had been given, until recently, to the infant pupils. A female organizer has been employed for some weeks past in remodelling the school, and regular instruction in singing. "Manual Exercises," &c. is now given to the younger pupils, a commodious gallery having been provided for that purpose at the expense of the nuns.

4.—Since the beginning of 1862, 58 per cent. of the pupils "who finally left school" belonged to the 4th class; 13 per cent. to the 3d; 21 per cent. to the sequel, and only eight per cent. to the second class.

5.—Systematic instruction is given to the senior pupils in vocal music, according to Hullah's system, and to the junior children, according to that practised in Infant Schools. Several of the former sing with good taste. No instruction at present is given in drawing or instrumental music.

6.—Very satisfactory; a considerable number of the former pupils earn a livelihood as dressmakers and seamstresses, in consequence of the instruction in needlework, &c., which they received at this school. Several of them have, for this reason also, obtained employment in the family of the Duke of Leinster and other distinguished persons.

7.—The pupils of this school are very respectful in their bearing towards their teachers, and very gentle and considerate in their intercourse with each other. I have had frequent opportunities of observing their habits (outside the school), and always found them more than usually circumspect in their amusements and very cheerful, but reserved in their general habits. For this reason, they are generally preferred to pupils from neighbouring schools, whenever vacancies for domestic servants in respectable families occur.

8.—The time set apart for giving religious instruction is fully sufficient for that purpose, and I have every reason to believe that the arrangements are strictly observed.

9. (*a*).—Reasonably good.

9. (*b*).—They are very anxious to fulfil their duties satisfactorily, but are too timid before strangers. It is consequently difficult to form a correct estimate of the value of their services at other times.

9. (*c*).—About an hour daily is devoted to their special instruction. It is given, however, during the time appointed for the ordinary school business, and they are obliged to teach classes (or keep the accounts) during the remaining portion of that time.

9. (*d*).—The answering, &c., of the monitors appears (from the records left by my predecessor) to have been tolerably satisfactory. No gratuities have been awarded for their instruction.

10.—The rules of the Board appear to be strictly adhered to.

11. (*a*).—The school-rooms are sufficiently large to accommodate more than double the average attendance of pupils.

11. (*b*).—The school-rooms are very cheerful and well lighted. Sufficient ventilation is also provided, and the offices, &c., are well adapted for their intended use.

11. (*c*).—No

11. (*c*).—No separate accounts have been kept, but the manager computed the expense of building the school-rooms, providing furniture, making further improvements, &c., at not less than 400 *l.* or 500 *l.*

12.—There is a good supply of maps (very well preserved and mounted in "roll-up" cases). A grant of apparatus has recently been made by the Board; a harmonium applied for at the expense of the nuns; supply of school requisites very good.

13.—Clothing and food are given to the most destitute children, and many parents, who would otherwise be unable to send their children to school, are able to avail themselves of the opportunity thus afforded to them.

14.—There is no National School conducted by a female (lay) teacher within a radius of four miles from this one. It can scarcely affect the attendance of such schools, but the female pupils who have received their education at the neighbouring "mixed" schools frequently come to Maynooth to learn a higher class of needlework than they could at any conducted by male (principal) teachers.

15. A.—The pupils of this school are more proficient in needlework and penmanship than in ordinary girls' schools. As regards reading, dictation, and grammar, the standard is nearly equal; but arithmetic and geography are more successfully taught in the ordinary schools than in this one.

15. B.—When the arrangements now under trial will be completed, the infant pupils will receive a much better education than is usually given in the ordinary schools of the district.

15. C.—No instruction is given, as stated already, in drawing. The instruction in vocal music is at present above the average, and will, I expect, be greatly improved before long.

15. D.—This branch receives much more attention, and is more successfully taught in this school than in the great majority of the other girls' schools.

15. E.—The moral training given in the girls' schools of this district is much above the average, and in this school it receives still further attention.

15. F.—The same remarks as those made in answer to the previous query apply in this case also.

15. G.—The rules of the Board are, I believe, faithfully observed in this school, and equally well in those conducted by lay female teachers.

15. H.—The accommodation for the use of the pupils is considerably better than is found in most other schools at present, and will, I expect, be still further improved before the conclusion of the organization by Miss Ryan.

15. I.—The maps are more numerous and far better preserved than usual. The apparatus is at present insufficient; but a liberal grant has been made by the Board, which will place this school on an equality with the ordinary schools in this respect.

15. K.—The funds placed at the disposal of the nuns by the Board (in the shape of "salary," &c.) are wholly expended on the improvement of the school or the clothing, &c., of the destitute children. It is, therefore, reasonable to expect that this school would be more attractive than any conducted by a lay teacher.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	1	1	1	–

17.—Favourable.

18.—Admission to this school is wholly gratuitous, even in the case of pupils whose means would enable them to pay respectable school-fees; and all funds supplied by the Board and the yearly subscription given by the Duke of Leinster are expended on the repairs or furnishing of the school-rooms, or on the alleviation of the wants of the more destitute children in the locality.

While the payment of the neighbouring National teachers is more or less interfered with, in consequence of the non-payment of school-fees in one of the largest schools in the vicinity, a much larger proportion of the population than ordinary is brought within the influence of education, and the object for which the National system was principally established—the intellectual and industrial training of the poorer classes—more steadily kept in view. I have also proposed some regulations—with regard to the admission of pupils who are able to pay "school-fees" and the distribution of clothing amongst the poorer children—which will, I expect, be adopted by the nuns, and be likely to prevent the school from interfering too much with the payment and influence of the surrounding lay teachers, male and female.

(signed) *George R. O'Galligan*, District Inspector.
(Roman Catholic.)

4 June 1864.

County Kildare, Roll No. 3246.

NAAS CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 31 May 1864.—Manager, Rev. James Hughes, P.P., Naas.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequel.	Third Class.	Fourth and Higher Classes.	TOTAL.
370	178	109	53	30	18	28	238
Average Age - - -		6·1	9·5	11·3	11·9	13·4	8·8

Answers to Queries.

1. (*a*).—Sufficient, as regards number of teachers, some of whom do not, however, enjoy good health.

1. (*b*).—"Acquirements," respectable; "method of teaching," intelligent and pains-taking, organizing skill (of the principal teachers), judicious and practical.

2.—The junior classes are remarkably well taught, and the proficiency of the senior pupils in all branches, except geography, is very satisfactory.

3.—There is a very well conducted and efficient infant department connected with this school.

4.—From a careful examination of the school register, I find that about 9 per cent. of the pupils "who have finally left school" had previously reached the 5th class; 22 per cent. the 4th; 31 per cent. the 3d; and 23 per cent. the sequel class.

5.—Four of the pupils receive instruction in drawing, (copying landscapes and in "water colours"); 20 of them receive instruction on the piano, and all the pupils are taught to sing, some with very fair skill.

6.—This department is very carefully attended to by a lay sister, and several pupils have (subsequently) become dressmakers, &c.

7.—Very good.

8.—Very satisfactory in both respects.

9. (*a*).—Those who act as such at present are fairly qualified for the office.

9. (*b*).—Two of the monitors are very efficient and intelligent teachers; the others are fairly skilful in conducting the business of their respective classes.

9. (*c*).—The special instruction of the monitors is carefully attended to.

9. (*d*).—In some recent cases the results have been unfavourable, (unsuitable candidates having been appointed to the office); several gratuities have been awarded for the successful training of the other monitors.

10.—The rules of the Board appear to be strictly and faithfully adhered to.

11. (*a*).—There are two school rooms, which, together, contain space sufficient for the accommodation of a hundred pupils more than the average attendance for the past year.

11. (*b*).—The school-rooms are very handsome rooms, provided with a sufficient number of "Gothic" windows (with handsome stone mullions and tracery), that can be partly opened for the purposes of ventilation; and the offices and play-grounds are well adapted for their intended use.

11. (*c*).—Very considerable; no separate accounts have been kept (the school-rooms forming part of the convent house). At least 300*l.* must have been expended on building the school-rooms, &c.

12.—There is a very good supply of maps, picture tablets, diagrams, &c., most of which have been granted as free stock by the Board; an adequate supply of sale stock is provided by the nuns.

13.—There is a large proportion of the inhabitants of the town who belong to the poorer classes; the most destitute of the latter are enabled, with the aid of the clothing and food distributed by the nuns, to keep their children at school; without assistance of this kind, (which the pupils of "lay" teachers could not expect to receive) such children would be very unlikely to attend any school.

14.—The more advanced girls frequently leave the neighbouring National Schools for the purpose of receiving higher instruction in music, needlework, &c., in this school. No special influence is exerted for the attainment of this object.

15. A.—The course of study adopted in this school is more extended than in any other

other of the district, and the proficiency of the pupils, especially in reading, grammar, and penmanship, is higher than is attained elsewhere.

15. B.—Much greater attention is devoted to the instruction of the infant pupils, who are taught to sing, practise the "manual exercises," &c.

15. C.—The proficiency attained in music and drawing is much superior to any I have noticed elsewhere in the district.

15, D.—More successfully taught.

15. E.—Much greater care is taken to cultivate the moral feelings and habits of the pupils, the latter being exposed to greater danger than ordinary, owing to local circumstances.

15. F.—Very carefully attended to; more so than could be attempted in any girls' school conducted by "lay" teachers.

15. G.—The rules of the Board are equally well attended to and observed in this school as in those conducted by lay teachers.

15. H.—The school-rooms are larger and better lighted than ordinary; the furniture, also, is more suitable; and a gallery, much required in most of the other schools, has been also provided.

15. I.—The supply of apparatus and maps is much larger and more complete than in most schools conducted by lay female teachers.

15. K.—The teachers visit the parents very frequently in their "days of trouble" and sickness, and necessarily possess an influence over them, which it would be hopeless for any lay teacher to expect. This, of course, renders the schools under their charge much more attractive to the children of the poor.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	2
Incidental visits - - -	- -	2	1	2

17.—Very favourable.

18.—Besides the cases referred to in my reply to the 10th query, I have also to report that this school has (within the last six years) supplied no less than five teachers of ordinary national schools, and two others, who hold similar situations in convent schools, for the instruction of the poorer classes (not including many others whose circumstances would have enabled them to receive a more expensive education, and who, after completing their studies in this school, subsequently embraced a "religious life"). During my former connection with the district, this school was admirably conducted, and the proficiency of the numerous fifth class, higher than in any school I have ever inspected. The deaths of several members of the community, and the declining health of others, have cast a gloom over the whole establishment, which has, to a certain extent, interfered with the success of their labours. Even with this serious drawback, it still continues to be one of the most efficient schools in connection with the Board, and the salaries received from the latter are very small, compared with the amount of public good which results from its operation.

(signed) *George R. O'Galligan*, District Inspector.
(Roman Catholic.)

3 June 1864.

County Kilkenny, Roll No. 9,134.

GORESBRIDGE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Brigidine Nuns.

Visited 25 and 27 May 1864.—Manager, Rev. P. Turner, Goresbridge.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
164	74	39	30	13	12	13	107
Average Age - - -		4·3	7·5	10·2	11·6	10	8·7

Answers to Queries.

1. (*a*).—Quite adequate. Four of the ladies of the community devote themselves constantly to the business of the school, aided by four monitors and a workmistress.

1. (*b*).—Acquirements satisfactory; method intelligent and skilful; organization very judicious and fully in advance with the times.

2.—As the school is scarcely a year in connection with the Board, the classes have not yet attained the state of efficiency expected in schools longer in operation; progress, however, from day to day, is continuous and apparent; as a training school for the preparation of young persons for the office of teacher, it has not had time to develop itself.

3.—The management of the infant department is very successful, the difficulty of securing judicious classification (always an obstacle to progress in newly-formed schools), not being felt here.

4.—No child, since the establishment of the school, has left at an age over 12 years, or of a class higher than second.

5.—Instruction in music is given with considerable effect, and to a large proportion of the pupils. There is no class for drawing.

6.—Industrial instruction is both extended and practical; an ample supply of material being furnished by the ladies of the community, in all cases where the pupils fail to come provided.

7.—The moral training is of a high order of excellence, showing itself in the school-room in the cheerful renunciation of self-will, quiet, subdued manner, ready obedience and affectionate bearing towards each other; and in their homes in a better knowledge and more perfect practice of the social duties.

8.—The times appointed for the religious instruction of the pupils, are on Monday, Tuesday, Wednesday, Thursday, and Friday, from 11.30 till 12 o'clock, and from 2.35 till three o'clock, and on Saturday from 10 till 12 o'clock; from these arrangements there is no deviation whatever.

9. (*a*).—Satisfactory.

9. (*b*).—Painstaking and attentive, and punctual in attendance.

9. (*c*).—They receive special instruction daily from one of the conductors of the school from 1.30 till three o'clock, and from four till five o'clock.

9. (*d*).—These monitors have never yet attended an annual examination.

10.—The observance of the Board's rules is hearty, cordial, and complete.

11. (*a*).—Perfectly adequate; sufficient to accommodate double the present average attendance.

11. (*b*).—The rooms are lofty, cheerful, well lighted, and ventilated.

11. (*c*).—This could not be accurately ascertained. Over 100 *l.*, however, have been recently expended in the improvement of the rooms.

12.—The supply of maps, charts, black boards, easels, diagrams, and sewing materials, is ample, and provided without consideration of cost.

13.—Like other schools of its class, many children of the poorest grades are attracted to it because of the maternal character of the superintendance generally, and the belief in the higher religious and moral training imparted; and this applies more especially to the infant class and to uneducated girls of advanced years, who, at home here, feel uncomfortable and out of place in an ordinary national school, where they give only a casual and reluctant attendance.

14.—There are no ordinary National Female Schools nearer to this convent school than three miles, and, besides, it has been too short a time in existence to influence these schools to any appreciable extent.

15. A.—Equal in all respects to the most successfully conducted ordinary Female National Schools; to the great majority, much superior.

15. B.—In the case of the infant class, they excel all the ordinary Female National Schools in the district.

15. C.—Instruction in music is equal to the best school. Drawing is not taught.

15. D.—Much more effective than in any ordinary Female National School in the district.

15. E.—Owing to the greater personal influence of the nuns, the moral training of the pupils is more perfect and lasting than that derived from the ordinary female schools of the district.

15. F.—More minute and comprehensive than in ordinary national schools.

15. G.—Equal to the best conducted ordinary national schools.

15. H.—Superior to all.

15. I.—Not inferior to those best circumstanced in this respect.

15. K.—In power of attracting the children of the poor, this school excels all the ordinary female national schools of the district.

	1860.	1861.	1862.	1863.
16. Inspections	—	—	—	2
Incidental visits	—	—	—	—

17.—Principally instructive in their character; in no case condemnatory or unappreciative.

18.—The establishment of this school is of so recent date that the actual results produced cannot be very marked. The conductors, however, exhibit so much zeal and energy, have brought such intelligence and earnestness to the discovery of the best modes of imparting instruction

instruction and systems of school government, and appear to have entered upon the work of the education of the poor with a motive so exalted, so much above the hope of pecuniary reward or of mere worldly advantage, that I cannot but predict for their labours the speediest and most certain success, and that their school will shortly exhibit not only all the excellences and the varied resources of the national system, but become the nursery for the training of a long line of intelligent teachers.

(signed) *Lewis Harkin*, District Inspector.
(Roman Catholic).

4 June 1864.

County Kilkenny, Roll No. 806.

KILKENNY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Nuns.

Visited 30 and 31 May 1864.—Manager, Mrs. M. A. Murray, Kilkenny.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
690	318	154	69	66	27	30	346
Average Age - - -		5·7	9·3	9·5	13·	15·3	8·5

Answers to Queries.

1. (*a*).—The teaching power is quite sufficient. Fourteen ladies of the community give their services to the school daily, and have brought to their aid 11 senior paid monitors, and a competent workmistress.

1. (*b*).—Acquirements satisfactory. Up till the beginning of 1863, the advantages afforded by the new organization developed in 1856, had not been brought prominently under the notice of the conductors of this school. Since then, however, they have zealously availed themselves of all means of information which might aid them in arriving at a knowledge of the best modes of school government; and, in the face of the traditions and the almost fixed habits of 30 years, approach rapidly towards a sound and perfect system of organization.

2.—Much above the average of ordinary Female National Schools.

3.—Very successful.

4.—Over 53 per cent. of all the pupils who have finally given up attendance at this school, attained the third and higher classes.

5.—Instruction in music is very satisfactory. A drawing class has been recently formed, with promise of good results.

6.—The greatest possible care has been always bestowed upon this branch; and large numbers have from time to time been apprenticed as seamstresses from the advanced classes.

7.—The results of the moral training are seen in a correct demeanour, orderly habits, attention to personal cleanliness, and a quietness of manner; while those girls who remain sufficiently long to enter the higher classes, or become monitors acquire in addition an exact pronunciation, and a nicety and accuracy of expression, which distinguishes them in after years.

8.—On Wednesdays from 11 till 1 o'clock, and on Mondays, Tuesdays, Thursdays, and Fridays, from 11 till 12.5 o'clock. From these arrangements there is no deviation.

9. (*a*.)—Of the average merit. This school has received but little aid from paid monitors, having only had from its establishment in 1832, up to August 1863, the services of 10 of this class of teachers.

9. (*b*).—Intelligent and skilful.

9. (*c*).—They receive special instructions from the ladies of the community, from 1 till 2.45 o'clock each day.

9. (*d*).—Of the average merit. The staff of monitors is now sufficient (numbering 11); and from the careful and strict supervision exercised towards them, the most satisfactory results may be anticipated at the next annual examination.

10.—Satisfactory in all respects.

11. (*a*).—Quite adequate.

11. (*b*).—Healthy, cheerful, well lighted, and ventilated.

11. (*c*).—At the present date this cannot be ascertained. The expense of erecting so extensive and suitable a building must have been very considerable.

12.—Quite adequate. The cost cannot be accurately estimated.

13.—Many children of the destitute classes not likely to attend any other school are attracted here because of their faith in the mission of the nuns to teach, their acknowledged superior influence in controlling the waywardness of youth, and the disinterested character of their devotedness to the service of the poor.

14.—No influence prejudicial or otherwise, as far as I am in a position to know.

15. A.—Equal to the best school in the district; inferior to none.

15. B.—Much superior to the ordinary national schools of the district.

15. C.—Equally satisfactory.

15. D.—Superior to most of the ordinary national schools of the district.

15. E.—More influential and lasting.

15. F.—More effective.

15. G.—As strict an observance of the Board's rules as in any other national school of the district.

15. H.—Superior to all the ordinary national schools of the district.

15. I.—Equal to the best supplied schools.

15. K.—Attractive influence more powerful.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	2
Incidental visits - - -	- -	- -	1	1

17.—Satisfactory generally.

18.—This school has been the able and consistent ally of the Board during a period of over 30 years, having, in addition to its direct mission, the instruction of the children of its own immediate neighbourhood; sent out a host of intelligent teachers to less favoured regions. These teachers are to be found to-day, labouring for the education of the poor, in the convents of California, St. Louis, Brooklyn, and many other parts of America; in Naples, various parts of France, London, Durham, Dublin, Cork, Parsonstown, Castle-island, Dingle, Mullingar, Tallow, and Killarney. The principal teachers of this district, holding every grade from that of probationer up to the highest division of first-class, went direct from their classes in this school to enter on the duties of a national teacher. The teachers too, of many schools in the conterminous districts, as well as throughout the entire of the south of Ireland, were trained here. Of the present class of pupils six were allocated this week for an important educational mission in France; while one of its pupils, after conducting for a time the Kilkenny Poor Law Union School, was selected to occupy a highly influential position in the public educational establishments of Australia. The three female teachers of this district recommended for good service salary for 1863, owe their training to this school. In addition to the class of schoolmistresses referred to above, the history of over 50 governesses can be traced in the school records, who brought into remote parts of the country, and into families whose position excluded them from attendance at ordinary national schools, the advantages of the national system.

Much of its value as a mere primary school is undoubtedly due to its conventual character, while to that influence alone must be attributed its success in the training of teachers. Viewing it in all its aspects, it is only by contemplating the void which its possible extinction would create, that I am able fully to estimate its worth, as by no other instrumentality, by no combination of purely lay elements of which I am able to conceive, could its place be supplied, or the same extended and lasting benefits be conferred upon the children of the poor.

(signed) *Lewis Harkin*, District Inspector.
(Roman Catholic).

4 June 1864.

County Kilkenny, Roll No. 5,437.

Mooncoin Convent National School.

Name of Order, Institute, or Community:—Presentation.

Visited 23, 25 and 27 May 1864.—Manager, Mrs. Vincent Hennessy, Mooncoin, Waterford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
288	140	46	41	29	19	4	139
Average Age - - - -		6	9·4	11·8	13	16	9·5

Answers

Answers to Queries.

1. (*a*).—The teaching power is sufficient, being in the proportion of one nun to every 25 pupils in average daily attendance.

1. (*b*.)—Their acquirements are at least equal to the duties they have to discharge as teachers. Method of teaching, judicious. Organizing skill, fair.

2.—Good results are produced in reading, penmanship, and writing from dictation; proficiency in grammar, geography, and arithmetic, medium.

3.—Good. Average age of the first-class is lower in this school than in most female schools in the district.

4.—The proportion of pupils in the third and fourth classes, who finally left school during the year 1863, amounted to *ten* per cent. of the average daily attendance.

5.—Very slight.

6.—Satisfactory. The pupils are taught to make and to mend their own clothes. Many have been enabled to earn their livelihood by dressmaking.

7.—Satisfactory.

8.—Eleven to 12, and 2¾ to 3, on first five days of the week. I have always found these arrangements observed.

9. (*a*).—Fair.

9. (*b*).—Pretty good.

9. (*c*).—They receive special instruction every day for three-quarters of an hour from one of the nuns.

9. (*d*).—Their answering has not been so good as to entitle their teachers to a gratuity.

10.—Good.

11. (*a*).—Sufficient.

11. (*b*).—Good.

11. (*c*).—£. 200.

12.—The supply of maps and school requisites is good. The stock of maps and tablets was granted as free stock, the nuns incurring no expense.

13.—If an ordinary national school existed in place of this convent school, it may be safely asserted that the attendance would not amount to more than one-half what it is at present. From a consideration of the occupation of the parents who send their children to this school, I have come to the conclusion that fully one-half belong to the more destitute classes.

14.—This school does not maferially affect the existence of the lay female schools around it. Thus, within a distance of three statute miles, there is a female school at Carrigeen, having an average attendance of 55 pupils.

15. A.—In general, the proficiency of the pupils attending this school in reading, penmanship, and writing from dictation, is superior to that attained in the ordinary girls' schools of the district; it is equal in arithmetic, and somewhat inferior in grammar and geography.

15. B.—Superior.

15. C.—There is only one ordinary lay female school in this district in which music forms a part of the course of instruction, and the results obtained there are superior to those obtained by the nuns.

15. D.—Superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Equal.

15. H.—Equal.

15. I.—Scarcely equal.

15. K.—Superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	1	1
Incidental visits* - - -	- -	- -	- -	1

17.—Favourable.

18.—In estimating the educational value of this school, it is necessary to consider the peculiar circumstances of the neighbourhood. The land on which the village of Mooncoin is built was originally a common, but taken possession of gradually by itinerant tradesmen, evicted farmers, and a class consisting of the bulk of the inhabitants, who subsist by fishing during the salmon season, receive some employment from the farmers of the neighbourhood during harvest, and are in a state of poverty during the remainder of the year. It can readily be conceived that where there is such a struggle for subsistence there can be but little taste for education, and that good manners, cleanliness in dress or person, would be exceptional among the children.

Among such a population there are many drawbacks to the success of a school; and, in fact, it is only by their gentleness and kindness that the nuns are able to induce the parents

* I cannot state the number of incidental visits, as the Report Book for 1860, 1861, and 1862, has been mislaid.

parents to send their children to school. Their connexion with the National Board enables the ladies of the convent to place books in the hands of the children at a trifling outlay, while the more diligent and intelligent, and, at the same time, the more needy are rewarded with monitorships. These appointments are much prized and eagerly sought after by the girls, as they are then placed in the way of earning a respectable livelihood. I consider that this school fulfils the great object intended by the Commissioners of National Education, in bringing education within the reach of that class of persons who most require it.

I have only to add, that I always found the nuns anxious and willing to carry out any suggestions I have made for the improvement of the school.

(signed) *Fras. Eardley*, Sub-Inspector.
28 May 1864. (Roman Catholic.)

King's County, Roll No. 9,227.

Banagher Convent National School.

Name of Order, Institute, or Community:—La Congrégation de la Saint Union.

Visited 27 May 1864.—Manager, Rev. James Smyth, Banagher.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present, on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
176	110	29	24	31	7	4	95
Average Age - - -		6·2	9·2	11·9	12·7	13·2	9·6

Answers to Queries.

1. (*a*).—Two nuns are constantly engaged in the school, one in each school-room. There are two paid monitresses, both senior. The fourth class also act as monitresses.

1. (*b*).—Both appear highly accomplished ladies. The superioress, who acts as principal teacher, was educated in England, and attended the Training College in Liverpool Convent for two months before coming to Banagher. Her assistant, who has charge of the junior school, was teacher of an infant school, in connexion with the same religious order in Bath, under the Committee of Council, for over four years. Both ladies spent several years in France.

2.—The school has not yet been more than nine months in operation, so that it would be premature to speak of its general efficiency at present. The senior classes are fairly prepared; the junior classes backward. I consider that the school is making fair progress.

3.—There is no infant school properly so called. The junior classes (first and second) are taught in a room separate from the more advanced pupils. The want of a special infant department is a defect in a school attended by so many young children.

4.—The school has been so short a time in operation that no pupils have yet finally left it, at least none can be said to have been educated in it.

5.—There are no extra branches taught.

6.—Plain sewing is the only branch taught; 35 of those present are learning. There is a scarcity of materials for needlework.

7.—Satisfactory. The children are orderly and well-behaved; and, I believe, well conducted. The nuns speak very favourably of their tractability and general propriety of demeanour, as contrasted with children of the same class in England and France, especially in the latter country.

8.—Religious instruction, including prayer and other religious exercises, is appointed to take place three times a-day, viz., from 9.30 a.m. to 9.35 a.m.; from 11 to 11.40 a.m.; and from 2.45 to 3 p.m. There is also religious instruction on Saturday from 9.30 to 11.40 a.m. I believe these arrangements are observed.

9. (*a*).—Both monitresses are fairly qualified, according to the official standard.

9. (*b*).—One gives entire satisfaction; the other, and the better informed of the two, wants energy, but is attentive to her business.

9. (*c*).—They

9. (*c*).—They receive special instruction every day, after school, for half-an-hour; and on Saturdays for two hours. They also get written questions to answer at home. The fourth class is taught with them. They are occupied in teaching during the whole of the school hours. They make no special preparation for the lessons they are to teach.

9. (*d*).—These monitresses have not been examined at the annual examinations.

10.—I believe that the Board's rules are faithfully observed.

11.—There are two rooms, one over the other, 25 feet by 20½ feet, each capable of accommodating, at six square feet per child, 85 pupils, or a total of 170 pupils.

11. (*b*).—The rooms are very well lighted and ventilated, and the offices suitable. There is but a small space for play-ground.

11. (*c*).—About 100 *l.* were expended in adapting the school-house, which had to be entirely remodelled, and in erecting the offices. The furniture was almost entirely brought from Banagher Female School; now closed.

12.—The free stock granted by the Board, viz., maps and books, 3 *l.* 8 *s.* 2 *d.*, and apparatus, 2 *l.* 11 *s.* 10 *d.* There are also some maps and pictures, and the clock brought from Banagher Female School; now closed.

13.—Of 95 pupils present, eight, all in first class, and all under six years of age, had never been to school till they came here. Of the remainder, 13, viz., six in first class, three in second, three in sequel, and one in third, had never been in a national school before. These are chiefly grown girls from a country district, about three miles from Banagher, where there is no national school. The rest had been pupils for longer or shorter periods at other national schools.

14.—The opening of this school has led to the closing of two national schools in the town of Banagher, viz., Banagher, female, and Crank, mixed. The girls attending these schools were directed by the Roman Catholic clergyman of the town to attend the convent school. The teachers and pupils in Banagher Male School were then removed to the Crank School-house. This latter school is now called Banagher Male.

15. A.—For the reasons already stated, viz., the short time the school has been in operation, I cannot offer a decided opinion on this subject, especially as all the most advanced pupils had received the greater part of their education in ordinary schools before coming here.

15. B.—There is scarcely any difference in the management of the infant pupils, owing to there being no special infant department.

16. C.—No extra branches taught in this school.

15. D.—This school is about on a par with the ordinary girls' school in this respect.

15. E.—I consider this school superior to the ordinary run of girls' schools in moral training, so far as it relates to habits of neatness, order, and good manners. The general tone of the school is superior to that of the ordinary schools.

15. F.—I have no doubt that religious instruction receives more attention in this than in the ordinary schools.

15. G.—The Board's rules are equally well observed in both classes of schools.

15. H.—No difference. This school-house is in an old store, which has been very well adapted to school purposes, by lowering the floor of the upper room, erecting a stair-case, and opening several new windows.

15. I.—The supply in this school is about the average of ordinary schools. There are some of the ordinary female schools of the district better supplied in this respect.

15. K.—I think this school superior in this respect to the ordinary schools. Greater efforts are made by the managers to secure a good attendance.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	School not in operation till September 1863.			1
Incidental visits - - -	—	—	—	—

17.—None left.

18. (I.)—Before the opening of the school there were two schools in Banagher attended by girls, viz., Banagher (female), and Crank (mixed). These commanded a joint yearly average of about 110 on rolls, and 60 in daily attendance. During the six months, ending 31st March 1864, that this school has been in operation, the average on the rolls was 148, and the average daily attendance 100. The opening of this school, therefore, has increased the number of national school pupils in Banagher by an average of 38 on the rolls, and 40 in daily attendance. There is as yet no improvement in the quality of the education imparted.

18. (II., III., and IV.)—The school having been in operation barely nine months, there has not been time for the development of any of the results contemplated in the circular of 1st June 1864, explanatory of this query.

(signed) *M. FitzGerald*, A.B., T.C.D.,
Second-class District Inspector.
(Established Church.)

4 June 1864.

King's County, Roll No. 3,220.

Birr Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 7 and 8 June 1864.—Manager, Mrs. M. A. Beckett, Parsonstown.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
482	182	105	63	36	16	14	234
Average Age - - -		6·7	9·7	11·6	13·8	14·1	9·1

Answers to Queries.

1. (*a*).—There are 12 nuns engaged in teaching, of whom there are never less than seven employed at one time. There are three paid monitors, two senior and one junior. The fourth class also assist in teaching.

1. (*b*).—I have no means of judging of their acquirements; as teachers they are careful and painstaking, the organization of the school is satisfactory. There are three separate departments or schools, viz., senior, junior, and infant.

2.—Excluding the infant school, the junior classes, first, second, and a portion of sequel, are not up to the required standard. The senior classes, including about one-third of sequel (the highest draft), are very fairly taught, except in arithmetic.

3.—The infants, of whom 109 were present on the days of inspection, are well attended to. They form a separate department of the school. The majority, of course, were in first-class, but there were 20 in second class, of which the senior draft was well up to programme. The first class was in three drafts, viz., 39 at letters, 33 in second section of the Lesson Book, and 17 in senior draft; these latter were fairly up to programme.

4.—Since the 1st April 1861, 145 pupils, aged 14 years and upwards, have been finally struck off the rolls; of these 50, or 34·5 per cent., had reached the third or higher classes.

5.—Vocal music is successfully taught on Hullah's system to a class averaging about 50 girls. The other pupils learn by ear. The elements of linear drawing are fairly taught to a class of nine girls, including the paid monitresses.

6.—The usual branches of plain work and fancy work are well taught. This branch of female education has always been a prominent feature of this school.

7.—Satisfactory. The children are well mannered and well conducted, so far as I can observe. The nuns speak very favourably of their docility and general good conduct.

8.—Religious instruction, including religious exercises, is appointed to take place three times each day, viz., from 9.55 to 10; from 11.15 to 12.5; and from 2.45 to 3; the time for religious instruction, at mid-day, varies slightly in different departments of the school. These arrangements are observed.

9. (*a*).—They are very fairly qualified according to the official standard.

9. (*b*).—They are all efficient as junior instructors. They are engaged in teaching during all the time for general instruction.

9. (*c*).—They receive special instruction for 30 minutes before school in the morning, and for 45 minutes at mid-day, while religious instruction is going on in the school. They also get two hours' instruction on Saturday; they do written exercises at home.

9. (*d*).—Two of them were examined last year; both of them acquitted themselves satisfactorily and obtained gratuities.

10.—The Board's rules are observed; perhaps I should mention that there is a door leading from the school-room into the chapel of the convent. This door is always shut, at least, during school hours, and a table and a clock placed against it.

11. (*a*).—There are three rooms, one for each department of the school. The senior school-room can accommodate 209 pupils, at six square feet to each; and the infant and junior school-rooms, 110 pupils each; in all, 429 pupils.

11. (*b*).—Satisfactory. The large school-room is a very fine room; if anything, too lofty. The infant school-room is barely sufficient for the present attendance.

11. (*c*).—In

11. (*c*).—In the absence of the superioress, who is at present in Nenagh, I could not get precise information on this point. But I have spoken with the contractor who erected the convent buildings, and, from what he told me and from my own observation, I estimate the cost of that portion devoted to school purposes at from 1,300 *l.* to 1,500 *l.*

12.—The school is well provided with apparatus of the usual kind, but I am unable to state the cost incurred in providing it.

13.—I believe this school is fairly successful in attracting pupils, but the attendance is scarcely in due proportion to the population of the town and neighbourhood from which the pupils are drawn; and I am of opinion that the deficiency is in the very poorest class. I am led to this conclusion, partly by my own observation, and partly from conversations I have had with the nuns on the subject.

14.—The attendance of girls at the ordinary national schools in the town and neighbourhood is undoubtedly lessened by the existence of this school. It has also been employed as a means of opposition to the model school in the town, no effort being spared by the Roman Catholic clergy to compel Roman Catholics to attend it in preference to the model school.

15. A.—I find the results in this school below those attained in the ordinary national schools of the district in reading (especially those able to read Second Book), grammar, geography, arithmetic, and writing; and superior to the ordinary schools, in writing from dictation, and also in composition.

15. B.—There being an infant department in this school, the infants are more suitably cared for and more efficiently taught than in the ordinary schools.

15. C.—The instruction in vocal music is better in this school than in the ordinary schools, in very few of which it is attempted. Drawing is fairly taught to a small class in this school; it is not taught in any ordinary female school in the district.

15. D.—Industrial instruction is better attended to in this school than in the ordinary schools of the district.

15. E.—The moral training in this school is superior to that in the ordinary schools in securing habits of neatness, order, good manners, and general propriety of demeanour; at the same time, the ordinary schools are generally satisfactory in these respects.

15. F.—I have no doubt that religious instruction receives a larger share of attention in this school than in the ordinary schools.

15. G.—Equally well observed in both classes of schools.

15. H.—The accommodation in this school is of a superior kind, better than nearly all the ordinary schools.

15. I.—Superior to the average of ordinary schools.

15. K.—I do not think there is much difference in this case; except perhaps the infants. I am of opinion that the pupils at this school would attend an ordinary school or schools if this did not exist.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	1	2	3	3
Incidental Visits - - -	2	4	4	4

17.—Moderately favourable on three or four occasions, less so on others. Fault frequently found with arithmetic and geography; and also with the state of the junior classes generally.

18. I.—This school has been so long established that I am unable to say how far it has tended to increase the amount of education in the district. I do not think it has tended in any way to improve its quality.

18. II.—I do not know of any point in school keeping which the management of this school has brought under the notice of teachers or others. Teachers are not in the habit of visiting the school.

18. III.—I know of but one person educated in this school who is now engaged in teaching. She is the assistant in a mixed school in the district.

18. IV.—Except in so far as it may have increased the number of pupils, by its own increased attendance, as to which I cannot speak, this school has not operated in any way to extend national education in any sense of the term. It has, so far as I am aware, produced but one teacher of a national school. She is the assistant, already referred to under head III. of the answer to this query. She is a clever young woman, classed 3, but not in any way distinguished from teachers educated in the ordinary schools.

I have divided my answer to this query according to the heads given in the circular of 1st June 1864.

(signed) *M. Fitz Gerald*, A. B., T. C. D.,
Second Class District Inspector.
(Established Church).

9 June 1864.

King's County.—Roll No. 8982.

Clara Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 23 and 24 May 1864.—Manager, Rev. James Corcoran, Clara.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
254	88	44	37	20	6	- - -	107
Average Age - - -		6	8·8	11·1	11·8	- - -	9

Answers to Queries.

1. (*a*).—Adequate.
1. (*b*).—Three professed nuns in constant attendance. Good.
2.—Very fair. School is only in its infancy.
3.—Excellent.
4.—From 6.62 to 5.54: 334 individual pupils were on the rolls; 23 pupils attained to third class; seven pupils of third class, 14 years of age, finally left school. Of these, four went to benefit school in this convent and three went home.
5.—Forty-seven sing by note and 40 by ear. Hullah, and very fairly taught. No drawing.
6.—Twenty-six can sew well, and 20 can cut out and make shirts, dresses, &c. &c.
7.—Pupils orderly, clean, and very well behaved in the streets.
8.—Daily, 9.50 to 10, prayer; 11.30 to 12.5, prayer and religious exercises; 3 to 3.10, prayer. Strictly adhered to.
9. (*a*).—Very fair.
9. (*b*).—Very fair. Useful.
9. (*c*).—Special instruction daily, 9.30 to 10, and two to three o'clock; Saturday, 10.30 to one o'clock; also in class daily, and home lessons.
9. (*d*).—Satisfactory.
10.—Good.
11. (*a*).—Schoolroom small, but cannot be enlarged at present. Accommodation for 102 pupils, as regards floor space.
11. (*b*).—Medium. It was originally the priest's stable.
11. (*c*).—£. 150.
12.—£. 20.
13.—Prior to arrival of nuns the attendance of females in national school ranged from 30 to 60 daily. There is now in attendance about 100 pupils here. Of the 250 pupils on the rolls 50 come one and a-half mile to school daily.
14.—This school superseded the Lay national school of Clara in 1862. The pupils who reside over one and a-half mile from Clara go to the surrounding national schools, and the Protestants of Clara go the national school, Clara No. 2. The Roman Catholic bishop closed the female lay national school in 1862.
15. A.—Below the lay schools in every particular of literary instruction.
15. B.—Superior to lay schools. Infants well attended to and intelligent. It is from this school that progress is to be expected. The girls in higher classes were greatly neglected prior to the arrival of the nuns.
15. C.—Music very fairly taught. No drawing as yet. None taught in lay school.
15. D.—Superior to lay schools.
15. E.—Undoubtedly the nuns exercise a greater moral control over the pupils, and a more lasting one; and, as a general rule, I think these pupils are more orderly than the generality of country girls.
15. F.—Nuns being teachers of religion, I presume their course of instruction is superior.
15. G.—Equal.
15. H.—Superior.
15. I.—Superior.
15. K.—The increased school attendance not taken from any school; but the one superseded

superseded proves that nuns are educating those who, under other circumstances, would probably have remained away from school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	–	–	2	2
Incidental visits - - - -	–	–	–	–

17. I.—Low in 1862, "school having only just come under the nuns' care."
17. II.—Excellent in 1863 "as to progress."
18.—This school has decidedly improved the education previously given in the town and neighbourhood. The establishment of the infant school makes preparation for trained children for the senior classes. The establishment of this school so late as 1862 shows that, wherever it may be practicable, nuns' schools will still be established and increased, and proves to the Roman Catholic people of the district that the opposition given to the national school system cannot be based on sound principles where the clergy continue to place nuns' schools in connection with the system so much found fault with.

(signed) *C. Graham,*
First Class District Inspector.
(Established Church).

9 June 1864.

King's County, Roll No. 823.

KILLINA CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 11 May and 9 June 1864.—Manager, Rev. J. Corcoran, Rahan, Tullamore.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequel.	Third Class.	Fourth and Higher Classes.	TOTAL.
154	62	28	25	16	10	- - -	79
Average Age - - -		6·6	9	10·8	13·5	- - -	9

Answers to Queries.

1. (*a*).—Adequate. Nine nuns teach daily in school.
1. (*b*).—1. Very fair; 2. Good, simple and plain; 3. Good.
2.—Good. Pupils fully understand what they read.
3.—Good.
4.—370 pupils on rolls since 1st January 1860. Ninety-two enrolled in 3d and 4th classes since 1st January 1860. 59 of these left, 14 years of age, viz., teachers (lay), 0; teachers, religeuse, to France, 8; monitors, 2; servants, 11; trades, 6; at home, 32.
5.—Music fairly taught; 20 pupils can sing by note. No drawing.
6.—Good; all over 14 can cut out and make.
7.—Quiet, obedient, respectful to superiors, and very neat and tidy in dress.
8.—Daily, 9.50 to 9.55, prayers; 11.45 to 12.15, catechism and religious exercises; 3 to 3.5, prayer. Strictly observed.
9. (*a*).—Good.
9. (*b*).—Good.
9. (*c*).—One and half-hours daily; special and extra instruction; home lessons and exercises fully marked.
9. (*d*).—Satisfactory.
10.—Excellent.
11. (*a*).—Two school-rooms; 120 pupils.
11. (*b*).—Fair; ceiling rather low.
11. (*c*).—At least 200 *l.*
12.—£. 20.
13.—None, I think; the advanced pupils come here from the surrounding national schools.

14.—It has decidedly benefited the children, though it may have injured the teachers, by withdrawing, but by their own wish, the more advanced pupils from the lay schools. The three schools around educate, up to a certain point, the junior pupils for transfer to this school.

15. A.—Decidedly superior, and especially in intelligent reading; also in arithmetic, penmanship, and writing from dictation, which is excellent; 68 per-cent. of those examined write fairly or well from dictation.

15. B.—Good; superior.

15. C.—Music, superior.

15. D.—Superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Superior to many; equal to any.

15. H.—Superior.

15. I.—Superior.

15. K.—No opportunity of testing this in this locality, which is a country one.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	2
Incidental visits - - -	-	-	-	1

17.—Good.

18.—This school is useful, and fully fulfils its object, viz., of finishing the pupils transferred from the surrounding national schools. The ladies of the convent in every possible way cordially co-operate with the inspectors.

The Commissioners have, by letter, congratulated upon the efficient state of their school.

Having this school in its present state acts as a stimulus to the surrounding teachers. This is essentially a country school; I inspected it first in 1838, and since then it has, no doubt, conferred priceless good upon the farmers and cottiers' daughters of the neighbourhood.

Of those who attend, 20 are under one mile, 40 are under two miles, 30 are under three miles, 33 are under four miles, and 10 are over four miles.

(signed) *C. Graham,*
First Class District Inspector.
(Established Church).

9 June 1864.

King's County, Roll No. 7471.

PORTARLINGTON CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 8 June 1864.—Manager, Very Rev. T. O'Connell, V. G., Portarlington.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
277	108	71	32	24	16	8	151
Average Age - - -		7·2	9·3	11	12	14·5	9·2

Answers to Queries.

1. (*a*).—Fully adequate. Seven hours in constant attendance. Four senior and two junior monitors; and a work mistress, paid special by Commissioners.

1. (*b*).—Good.

2.—Good.

3.—Excellent. Infant schools, fitted up in 1863, at my suggestion and under my direction; 40 *l.* expense; and organised by me.

4.—On

4.—On rolls 1st January 1860 - - - - 253 } 553.
Since admitted - - - - - - 300 }
Admitted in four years to third class - - 79 } 118.
Ditto - ditto - fourth class - - 39 }
Left from third and fourth classes; 14 years of age:—

Teachers - - - -	1	Emigrated - -	5
Monitresses - - -	4	Servants - - -	8
Nursery Governesses -	3	At home - - -	36
Trades - - - -	3		
		TOTAL - - :	60

5.—Music and Drawing, both well and carefully taught, and with success.
6.—Most satisfactory. All who leave school, 14 years' old, are competent to make their own clothes and more.
7.—Pupils neat, obedient, and respectful to superiors.
8.—Five days, 12 to 12.15 o'clock, prayer, &c.; five days, 2.15 to 3 o'clock, catechism. Strictly adhered to.
9. (*a*).—Very fair.
9. (*b*).—Useful, and tolerably efficient. However, much is not left to them.
9. (*c*).—Two hours special and extra instruction daily. Home lessons carefully corrected by nuns.
9. (*d*).—Very fair.
10.—Excellent.
11. (*a*).—Accommodation ample for 400.
11. (*b*).—Excellent, spacious, and airy.
11. (*c*).—£. 650, convent funds.
12.—About 3 *l.* for four years past.
13.—When the National Female School was in existence there was an average of about 50 pupils poorly taught. About 50 pupils get food daily. £. 25 was spent in this way in 1863. There are 1,600 Roman Catholics in the borough of Portarlington. Of 278 pupils now on rolls, 30 live over one mile; 36 live over two miles; three live over three miles; and 209 reside in the town.
14.—This school superseded the national lay school in 1855. There never were any female national schools within three miles. All the children who ought to attend school in town and around it do not attend; two schools might be usefully got up, and yet not interfere with nuns' school; but they are not the persons to do so. The parish priest, who is no great friend to the national system, superseded the Female National School with nuns, and the Male National School in 1863 with monks.
15. A.—On the per-centage, even counting the infants, this school is equal to and superior in some respects to the lay schools. It is a well-conducted school.
15. B.—Superior.
15. C.—Superior.
15. D.—Superior.
15. E.—Superior.
15. F.—Superior.
15. G.—Equal to any; superior to some.
15. H.—Superior.
15. I.—Superior.
15. K.—If kindness and attention, coupled with unostentatious charity, will attract, then we have it here.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental Visits - - -	1	2	–	3

17.—1860: Very good; Mr. Gillic. 1862: Good; Mr. Porter.
1861: Good; Messrs. Gillic and Porter. 1863: Good; Mr. Graham.
18.—The ladies of this convent never fail to express their appreciation of the system and its agents. This must tend to strengthen the hands of the inspectors and to weaken the opposition of those who advocate the break-up of the national system and the establishing of denominational grants; and the force of such example must tend to make the pupils in after life loyal and obedient citizens.

(signed) *C. Graham,*
9 June 1864. First Class District Inspector.
(Established Church).

King's County, Roll No. 2080.

Tullamore Convent National School.

Name of Order, Institute, or Community: —Sisters of Mercy.

Visited 16 February and 9 June 1864.—Manager, Mrs. Cantwell, Tullamore.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
543	189	42	39	39	12	12	144
Average Age - - -		6·5	8·9	11·4	13·3	13·4	9·6

Answers to Queries.

1. (*a*).—Adequate. Three nuns in constant attendance (one in charge of each room). Six nuns besides, at different periods of the day, for special classes, occasionally three more also attend, and four paid senior monitresses.

1. (*b*).—Good. School organised, and good discipline.

2.—Good. Pupils well taught, especially in advanced branches.

3.—Good. Organisation and discipline good.

4.—Five hundred and seventy-six names on rolls since 1st January 1860. Two hundred and ten pupils admitted to third, fourth, and fifth classes since 1st January 1860. Thirty-two pupils over 14 years of age left school finally since 1st January 1860. Classed teachers, one; monitors, two; governesses, three; servants or trades, three; emigrated, six; at home, 17.

5.—Singing taught in a very superior manner. No drawing.

6.—Lace work executed and sold up to 1861, since then discontinued, as it did not pay. Plain work well done. All pupils over 14 able to cut out and make dresses, &c.

7.—Pupils orderly, neat, obedient, and respectful.

8.—Five days, 9.50 to 10 o'clock, prayer; 2.50 to 3 o'clock, prayer; 11.30 to 12.5 o'clock, catechism and religious exercises. Fairly attended to.

9. (*a*).—Good.

9. (*b*).—Good.

9. (*c*).—One-and-a-half hours daily. Special and extra home lessons, revised by nuns, and well executed.

9. (*d*).—Very good.

10.—Fair. I fear these ladies do not lay sufficient stress upon the desirability of attending with rigid exactness to the rules, as all the pupils are Roman Catholics.

11. (*a*).—Three schools and two class-rooms. Five hundred pupils.

11. (*b*).—Good. Infant school is confined and unsuitable.

11. (*c*).—Grant from Commissioners and local funds, at least 400 *l.*, but I could not ascertain the exact amount.

12.—£. 50, at least, from time to time.

13.—There are 4,000 Roman Catholics in Tullamore. There are not any female schools for Roman Catholics, benefit or poor, in or within three miles of Tullamore, except a small national school owned by Methodists. Out of 485 names on rolls, 363 reside in Tullamore, 59 reside over one mile, 53 reside over two miles, and 10 reside over 3 miles. Hence, it is evident, that very many do not go to school at all.

14.—This school was established in 1838, and came into operation in 1839. It superseded a small female national school; pending the erection of the present school, the nuns taught in the old national school-house, which was in a loft in Chapel-lane, entrance to it by a ladder. The late Very Rev. Dr. O'Rafferty superseded the lay school, and the present parish priest has transferred the boys' vested national school to the monks.

15. A.—Decidedly superior.

15. B.—Superior.

15. C.—Superior.

15. D.—Superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Not equal to some.

15. H.—Superior.

15. I.—Superior.

15. K.—Of

15. K.—Of those who attend any school, or who would attend, I do not consider that any lay school could compete with or draw away pupils from this good school. Certainly no school will be established under Roman Catholic patronage to try and do so, and Roman Catholic pupils will not be permitted to attend under any other management.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	3	1
Incidental visits - - -	2	1	—	—

17.—1860, good, Mr. Gillic; 1861, good, Messrs. Gillic and Porter; 1862, fair, deficient arithmetic, Mr. Porter; 1863, very good, Mr. Graham.

18.—It cannot be gainsaid, but that this school has raised the character of national education and given a really good course of instruction to a large number of girls for the past 24 years. It is to be regretted that small schools, for the junior pupils at least, have not been established in which mixed education might have a chance and from which the Roman Catholic pupils, as they grew up to 10 or 11 years old, and as they chose (which I am sure they would choose) might be advanced from the lay to this the finishing school of the locality. I have met with cheerful co-operation in my duties from the ladies of this schools.

(signed) *C. Graham,* First Class District Inspector.
(Established Church).

9 June 1864.

County Limerick, Roll No. 9296.

ADARE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 8 June 1864.—Manager, the Right Rev. Dr. Butler, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
		68	33	41	12	4	163
Average Age - - -		—	—	—	—	—	—

This school has been only very recently taken into connection. I inspected it for the first time on the 8th inst. No paid monitors have been yet appointed, and no grant of free stock of books, &c., made. Under these circumstances several of the queries in this form of report could not be answered. I have therefore concluded that, for these reasons, it will be deemed unnecessary for me to make a special report on this school. I shall give the results of my visit in the usual primary form.

(signed) *Andrew O'Callaghan,* District Inspector.

Limerick, 9 June 1864.

Limerick County, Roll No. 5143.

Perry Square Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 9 and 10 June 1864.—Manager, Right Rev. Dr. Butler, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
738	258	133	56	19	43	8	259
Average Age - - -		6·1	9·3	11·2	11·6	14·6	8·4

Answers to Queries.

1. (*a*).—The teaching power is not adequate; there are only four nuns employed in teaching. They are assisted by a staff of eight monitors.

1. (*b*).—Their acquirements, as far I can form an opinion, are quite adequate to the task they undertake. Their method of teaching is tolerably fair, and their organising skill is good.

2.—Much improved within the last 12 months. The results are as yet, however, not satisfactory.

3.—Very good.

4.—About 14 per-cent.

5.—There are no extra branches.

6.—Very good.

7.—Pretty good.

8.—Religious instruction is given every day for one quarter of an hour before, and also after general instruction; and besides from 11.30 to 12.15 o'clock. These arrangements are strictly adhered to.

9. (*a*).—Satisfactory.

9. (*b*).—Satisfactory. They have made considerable progress within the last two years. This result is due to the fact that they have been receiving special instruction in method of teaching.

9. (*c*).—They receive nearly two hours' instruction every day. This instruction is directed to two ends. 1. To prepare them for their annual examination; and, 2. To enable them to teach effectively the classes committed to their charge.

9. (*d*).—Of five who attended the last annual examination, three obtained premiums for satisfactory proficiency. The exercises and oral examination of the others gave a percentage of correct answers, that would have entitled these monitors to premiums, but that their proficiency in spelling was unsatisfactory.

10.—Quite satisfactory.

11. (*a*).—On this allowance there is accommodation for 302 pupils. The numbers in attendance never reaches this. But certainly more space would be of great advantage. The nuns are about to obtain another room (occupied at present by the Christian Brothers) which will give them ample accommodation.

11. (*b*).—Satisfactory.

11. (*c*).—About 700 *l.*

12.—The supply is very fair, and has been provided chiefly by means of the free grants made by the Board. The extra supply has been provided by the community, at an expenditure of about 9 *l.*

13.—No appreciable effect in this direction. This school is situated in the immediate neighbourhood of the most respectable quarter of this city. The appearance of the pupils is more respectable than that which is usually presented by the pupils of the other convent schools.

14.—There is no lay female school conducted by private enterprise in the neighbourhood, and accessible, through small school-fees, to the class of children who attend this school. This result has been produced, partly by the gratuitous education given by the nuns, and partly by the activity, on their own account, of the Christian Brothers, who conduct a school in the same building. The Brothers go so far as to call those parents to account who withdraw their children from their school, and have been known to visit the schools to which the children were removed, and insist on their returning to their own school. The nuns' school is sustained partly through this agency, for the female children

are

are likely to be sent with their brothers. The Roman Catholic pastors also sustain this school against the only lay national school in its neighbourhood, namely, the model school, from which, as it is well known, they have commanded the withdrawal of the Roman Catholic children.

15. A.—Inferior.
15. B.—Superior.
15. C.—Equal.
15. D.—Superior.
15. E.—Equal.
15. F.—Superior.
15. G.—Equal.
15. H.—Equal.
15. I.—Equal.
15. K.—Equal.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	—	—	—	—

17.—Not favourable in general.

18.—This school has acted unfavourably on the results of education in this district, inasmuch as the great majority of its pupils have finally given up school-going, possessing a small amount of information. The sum-total of their ordinary education, when they permanently withdraw from school, amounted to a tolerable facility in reading, a tolerable proficiency in writing, and a trifling acquaintance with arithmetic. This result is to be traced not, of course, to any want of zeal in the nuns, but to their admitting to their school a larger number of children than their school-room could accommodate, or themselves effectively instruct. Education generally in this district has therefore not been advanced by the operation of this school.

The influence of this school in recommending the system of national education is confined to the effects which the use of the books of the Board may be supposed to produce. But I think it right to say that the coercive measures adopted by the Roman Catholic clergy to withdraw the Roman Catholic pupils from the model school, which is close by this school, and their recommending the latter to the parents of the children thus forcibly removed from the former, must have counteracted the impressions in favour of the national system which might be supposed to be made by the use of the national school-books in this school.

Two of the former pupils of this school, who had been paid monitresses in it, are now teaching—the one as principal, and the other as assistant teacher—in the Tervoe school in this district. They are remarkably zealous and trustworthy teachers. Although they were at first deficient in method of teaching and in organizing skill, they have succeeded, to a considerable extent, in acquiring the requisite information in these subjects. They conduct their school in a very satisfactory manner. Each of them, although not trained, has attained to the classification of first division of third class.

(signed) *Andrew O'Callaghan*, District Inspector.
11 June 1864. (Established Church.)

County Limerick, Roll No. 6,569.

ST. ANNE'S CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27 and 30 May 1864.—Manager, Right Rev. Dr. Butler, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
496	244	121	41	41	35	35	273
Average Age - - -		7	10	11	13	13	—

Answers to Queries.

1. (*a*).—Adequate; there are five nuns and seven paid monitors.

1. (*b*).—I. & II. Satisfactory, so far as I can judge. III. Although I do not look upon the school arrangements as the best, they have been evidently well considered by the Sisters, and are faithfully carried out.

2.—Reading; fluent and correct in the junior classes, expressive and intelligent in the others. Spelling (oral) deficient on the whole, and not confident. Dictation, bad in third class, good in the fourth. Writing, in low classes, is small and irregular, but in the senior classes the majority write a good hand, and many a very finished hand. Arithmetic: junior classes good at notation, tables, and S. rules, but the senior classes are below the school programme; they failed to-day in compound rules, proportion, and practice (they have been practising the S. rules almost entirely of late). Grammar, tolerable. Geography, not sufficiently satisfactory.

I ought to remark that this school answered better at many previous visits.

3.—No special infant school. The young children are carefully attended to, and very fairly taught. The space allotted to them ought to be more private.

4.—About 89 per cent. of those who left since 1856 were fairly educated.

(Only 70 children left finally from first, second, and sequel classes.)

5.—No extra branches.

6.—Very creditable. They learn to sew at a very early age, and, as a consequence, the advanced classes can do plain work very skilfully, while the sequel classes can sew their own little slips and dresses very fairly.

7.—Satisfactory: children mild in manner, obedient, and respectful.

8.—Satisfactory.

9. (*a*).—Pretty fair.

9. (*b*).—Fair.

9. (*c*).—Satisfactory.

9. (*d*).—Not very good. I do not think that any premiums have been given for the training of the senior monitors. The junior monitors, however, have always answered sufficiently well to deserve these rewards.

10.—Exceedingly good. I firmly believe that the rules of the Board are most scrupulously adhered to in this school.

11. (*a*).—The rooms will accommodate 454. The class-room is too small; it is only 13 by 9 feet.

11. (*b*).—Excellent.

11. (*c*).—About 500*l.*; built when labour was very cheap.

12.—Well supplied with the large maps of the Board, but not supplied with any articles from the Apparatus Department. Cost was 4*l.* (the maps were got to some extent in the free grants).

13.—In my opinion, children attend this school who would otherwise attend no school, and for the following reasons:—(1.) In Ireland the poorer class of parents have the greatest reverence and respect for the nuns. (2.) The destitute classes feel that their children will not be treated as inferiors, or with any degree of neglect, on account of their poverty; and they have not this conviction in case of ordinary national schools, in which some pay.

14.—It affects the country schools very little, merely drawing off a few of the most advanced girls. The Rathkeale Female School it has reduced to a mere infant or preparatory school. The average attendance in it before the opening of this school was about 100; it now ranges from 30 to 40. There is no personal influence used. The parents generally prefer this school, and therefore send their children to it.

15. A.—With the exception of reading and writing—and, indeed, I can scarcely except the latter—I have generally found ordinary girls' schools to be rather better than this. The pupils' answering on arithmetic, grammar, geography, and spelling are better, while the progress from class to class is decidedly quicker. For instance, in this school, for the year 1863, only 20 were fitted for second class, only 18 were fitted for sequel, only 14 were fitted for third, only 17 were fitted for fourth; giving a total of 69, or about 34 per cent. of the average attendance. In most of the country schools the removals are fully 60 per cent.

15. B.—Very few infants attend in country schools. Where they do, I think they are scarcely so well attended to as in this school.

15. C.—Not taught here.

15. D.—Superior to ordinary national schools. The supply of materials is regular and ample in this school, and therefore needlework can be taught systematically and carefully. In most country schools the pupils either do not practise needlework at all, or else practise only on what they bring themselves, without reference to whether it is what they most require or not.

15. E.—Superior to country or ordinary girls' schools.

15. F.—I have no means of instituting a comparison on this subject.

15. G.—I have more confidence in the observance of the Board's rules in this school.

15. H.—Superior.

15. I.—This school has hitherto confined its wants exclusively to the maps, &c. ordinarily supplied by the Board; but in the supply of these, of books, papers, &c., it is decidedly

dedly superior to ordinary schools. In apparatus it is inferior to them, owing to the fact that they were large recipients of Mr. Foster's grants, which the nuns were not.

15. K.—Much superior to ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	- -	1	2	1

17.—Generally favourable.

18.—This school educates about five times as many as any ordinary girls' school. It has not yet turned out any skilful teacher, but I think that some of the monitresses at present employed will make useful conductors of country schools.

I have no doubt but that this school has, however, exercised a very great influence in giving the people of this locality a confidence in the national system of education. The masses of the people, as I have already said, respect and reverence the nuns, and they naturally feel confidence in any system to which these ladies lend their countenance.

(signed) *R. Robinson*, District Inspector.
(Established Church.)

1 June 1864.

County Limerick, Roll No. 6,032.

St. Catherine's Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 31 May and 1 June 1864.—Manager, Ven. Archdeacon O'Brien, P. P., Newcastle.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth und Higher Classes.	Total.
637	324	137	60	62	40	74	373
Average Age - - -		6½	10	12	13	15	—

Answers to Queries.

1. (*a*).—At the least there ought to be two more ladies for this school; there are only five at present, which gives an average of 65 for each. There are, however, seven senior monitresses, and three junior monitresses allowed.

1. (*b*).—Organizing skill pretty fair. Acquirements and method of teaching I should judge to be satisfactory for the following reasons, independent of the results of the children's answering:—(1) I find that the ladies are carefully examined at their noviciate, and that they are set apart for the work of teaching in accordance with their abilities and knowledge; (2) That during the five years immediately after entering the convent, they are actually taught in class by the mistress of novices, and obliged to examine each other, and showed how to do it; and (3) That they are carefully taught the art of teaching, theoretically and practically, being assisted in this by a very excellent manuscript textbook.

2.—Reading. Correct and fluent in junior classes; expressive and intelligent in the senior classes.

Spelling. (Oral) very fair in junior classes; very good in the senior; (Written) (dictation), very fair in third; excellent in fourth.

Arithmetic. Not satisfactory in junior; pretty fair in the senior classes.

Writing. Very fair in junior; excellent in the senior classes.

Grammar. Fair in junior; satisfactory in senior.

3.—Geography. Not good in junior; pretty fair in senior; too much by rote.

4.—I am sorry to say that I cannot reply to this query, as the register for the past year has been lost.

5.—All the children sing by ear, and about 20 can sing from notes; they have been carefully taught for the last two years by a professor of music.

6.—Very good. I do not think that children could attain a higher proficiency in the time than the children of this school have attained.

7.—Very satisfactory. Pupils are invariably well conducted, obedient, quiet, and mild.

 8.—Satisfactory.

8.—Satisfactory. They consist of catechism and prayer for three-quarters of an hour in the middle of the day.

9. (*a*).—Good.

9. (*b*).—Very good.

9. (*c*).—Satisfactory. They are carefully taught the subjects of their programme, and also the art of teaching. The nuns have gone to more trouble in this respect than any other class of teachers that I know of. They have actually written out, in an abbreviated form, the whole of what the monitors will be examined upon each year, and they have so arranged this matter as to enable the little girls to remember it readily. They have also written out many valuable hints and suggestions for the guidance of the monitors.

9. (*d*).—Very good. Premiums for their successful examinations have been granted in nearly all cases to this school, and the seven appointed teachers, during my time of inspection, obtained good classes at their examinations.

10.—Good.

11. (*a*).—Barely adequate; an infant school required.

11. (*b*).—Satisfactory.

11. (*c*).—About 600 *l.* It was built at a time when labour was very cheap.

12.—Well supplied with maps, books, slates, and papers; but not well supplied with charts, tablets, or other aids to teaching. Expense about 2 *l.* (Maps chiefly granted in free stock.)

13.—The people have more confidence in the nuns than in any other class of teachers; the very poor especially, from their knowing that their poverty will not subject them to neglect.

14.—There are only about 100 on the rolls from the neighbourhood of country schools, and these chiefly very grown girls, who would not attend any school but this.

The Courtenay School, which existed in the town before this school, had an attendance of about 100, I believe, whereas this school has on the rolls to-day 424 for the town and its immediate vicinity.

Bread and clothes are occasionally given to the very poor, but only after successful answering. The nuns assure me that the attendance is now higher than during the time when they gave away considerably more than at present.

15. A.—Superior to them in reading, writing, and dictation, and equal to them in oral spelling; they are probably not quite so good at arithmetic and geography, and they are behind them in the number removed from class to class.

15. B.—This school is not well adapted for infants, owing to the want of a separate apartment of suitable size. The little things, therefore, do not make quite so much progress as they otherwise would.

15. C.—Equal to country schools (ordinary girls' schools) in music.

15. D.—Superior to them in this.

15. E.—Superior to them. The children obey the ladies more willingly, and from higher motives, than in the case of other schools.

15. F.—I have no means of judging accurately of this.

15. G.—Superior to ordinary schools.

15. H.—Superior.

15. I.—More regularly supplied with books, papers, pens, pencils, &c.; but not so well supplied with charts, pictorial tablets, and other aids to teaching.

15. K.—Very much superior to ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections	3	3	3	3
Incidental visits	-	3	—	—

17.—Favourable

18.—This school educates about as many as seven of the ordinary girls' schools in the district; but in addition to that it exercises a very valuable influence in keeping the children longer at school. The average age to-day of the fourth class was 14, while of the 18 in the fifth class it was actually 18. This is not the case in any other school of the district.

With regard to the national system of education, this school has been very instrumental in preparing good teachers. Of the seven monitors who left in my time three are now 3^1 (two of them having attained this grade at their very first examination); three are 3^2 (attained also at the first examination), and one is a junior assistant. The schools of all are satisfactory.

(signed) *Robert Robinson*, District Inspector.
(Established Church.)

1 June 1864.

County Limerick, Roll No. 5,194.

St. John's Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 6 and 7 June 1864.—Manager, Rev. M. FitzGerald, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
648	206	125	37	20	10	8	200
Average Age - - -		6·3	10·1	10·2	12·5	14·1	7·9

Answers to Queries.

1. (*a*).—The teaching power is not adequate, there being only two nuns in charge of this school. They are assisted, however, by a staff of six paid monitors.

1. (*b*).—The acquirements of these nuns, as far as I could form an opinion by hearing them examine their pupils, are good, their method of teaching intelligent and above medium, and their organizing skill fair.

2.—Fair. This school has made marked progress, under the present teachers, during the last six months. The results of the present examination are not quite satisfactory absolutely, but afford sufficient evidence of improved teaching when compared with former results.

3.—Satisfactory.

4.—About 37 per cent. of the pupils who attained the ages of 14 years and above, and finally left, had been enrolled in 3d or 4th classes. Their attainments, however, went little beyond a fair proficiency in reading and writing.

5.—There are no extra branches.

6.—Very satisfactory.

7.—Satisfactory.

8.—Religious instruction is given on every day, for one quarter of an hour, before and after the general instruction, and also from 11½ to 12¼ o'clock. These arrangements are strictly adhered to.

9. (*a*).—Tolerable.

9. (*b*).—Tolerably fair.

9. (*c*).—They receive instructions for one hour and three-quarters every morning.

9. (*d*).—No premium awarded.

10.—Faithful.

11. (*a*).—The accommodation is sufficient for over 300 children, which is quite adequate.

11. (*b*).—Satisfactory.

11. (*c*).—No record kept of this expenditure; probable amount is 500 *l.*

12.—Supply is fair. Expense incurred is not above 4 *l.*, as they have been provided chiefly through the free grants.

13.—This school has been successful in this respect. It is situated in one of the poorest parts of the city of Limerick, and thus favourably circumstanced for influencing the classes referred to. The nuns have used this advantage, as far as they were able, in attracting the children of the more destitute to the school.

14.—This school has checked the increase of schools conducted on private enterprise. There is only one school of that kind in its immediate neighbourhood, in which the children pay one penny each per week. The influence of this school has been so far beneficial. This result has been effected through the agency of the nuns themselves, who, from visiting the sick and indigent, are familiarly acquainted with the circumstances of all the poor families, and are zealous in urging their school on the people. There is no female (lay) national school in this locality.

15. A.—Inferior.

15. B.—Superior.

15. C.—There are no extra branches.

15. D.—Superior.

15. E.—Equal. It must, however, be observed that this school has to contend against greater difficulties, because the children live in the worst parts of a crowded city, and are exposed to very depraving influences.

 15. F.—Superior.

15. F.—Superior.
15. G.—About equal.
15. H.—Superior.
15. I.—Inferior.
15. K.—Superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	3
Incidental visits - - -	—	—	—	—

17.—Unfavourable.

18.—This school has been the means of giving a good religious and moral education to a large number of children belonging to the very poor and almost destitute classes in its locality. The secular instruction has been below the medium standard. The greater number of the children are withdrawn from school at an earlier age than usual, and sent by their parents to work in factories. Under these circumstances, this school was scarcely able to accomplish more than to rescue a large number from total ignorance.

Its influence on national education has not been exercised except in using the books of the Board. It presents no example of the mixture in the same school of children belonging to different religious denominations, and has not trained or educated young persons for the office of teachers in national schools.

(signed) *Andrew O'Callaghan*, District Inspector.
9 June 1864. (Established Church.)

County Limerick, Roll No. 6,936.

ST. JOHN'S-SQUARE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 13 and 14 June 1864.—Manager, Rev. M. FitzGerald, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
716	279	189	91	24	15	9	328
Average Age - - -		6·2	9·8	11·9	12·5	14·9	8·1

Answers to Queries.

1. (*a*).—The teaching power is not adequate. There are only four nuns acting as teachers. They are assisted by a staff of seven paid monitors.

1. (*b*).—Acquirements are, as far as I can form an opinion from the mode of examination and teaching, satisfactory. The method of teaching and organizing skill are fair.

2.—The efficiency of the instruction given is satisfactory in general. This improvement has taken place within the last six months; previously, results had been unsatisfactory.

3.—The management and care of the infant children are marked by great tenderness on the part of the teachers. The instruction is not satisfactory; their attendance is too numerous for the space accommodation afforded to them.

4.—A very small proportion; it does not exceed seven per cent.

5.—There are no extra branches.

6.—Very satisfactory.

7.—Generally satisfactory.

8.—Religious instruction is given every day from 11.30 to 12.15 o'clock, and also for one quarter of an hour, both before and after general instruction.

9. (*a*).—Fair.

9. (*b*).—Very good latterly.

9. (*c*).—They receive special instruction for nearly two hours every day. This instruction

tion is directed to the two ends of preparing them for their annual examination, and directing them in the proper method of teaching the classes entrusted to their charge.

9. (*d*).—Satisfactory in the case of every monitor but one.

10.—Satisfactory.

11. (*a*).—The accommodation is quite inadequate; there is accommodation for only 252 children.

11. (*b*).—Not sufficiently satisfactory.

11. (*c*).—The house is rented. It was formerly a barrack. The furnishing cost about 55 *l*.

12.—The supply of maps, charts, and usual school requisites is sufficient, except as regards apparatus, which is not sufficiently extensive.

13.—This school is very successful in this respect. Bread is given every day, and clothes once a year, to a large number of the children.

14.—It has stopped the increase of schools for the poor conducted by private enterprise; its influence in this way is, I consider, beneficial. It has probably interfered with the establishment of schools for the more respectable class; in this direction its influence has not been serviceable. The Roman Catholic pastors of the parish recommend this school in preference to any other in the parish. There is no lay female national school in this parish.

15. A.—About equal.

15. B.—Superior.

15. C.—There are no extra branches.

15. D.—Superior.

15. E.—About equal.

15. F.—Superior.

15. G.—About equal.

15. H.—Inferior.

15. I.—About equal.

15. K.—Superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	2
Incidental visits - - -	—	—	—	—

17.—Not favourable previously to the year 1863. Rather favourable since.

18.—This school has not contributed a just proportion to the general education of the district. None but those pupils who were for at least six months in the fourth class (highest) of this school, before they finally left, could be said to have acquired a tolerable amount of education. This school is situated in the midst of a very poor population, and a large number of the pupils belong to the more destitute classes. This circumstance accounts partly for the limited influence of this school in educationally advancing so small a proportion of its pupils. But its failure in this respect is, I am convinced, to be traced chiefly to the want of sufficient teaching power, and also to the inadequate space accommodation afforded by the school-rooms. Until within the last six months, there were only two nuns teaching in this school. Their number has been increased to four; and since this addition has been made, there has been a very perceptible improvement in the proficiency of the pupils.

As regards the national system of education, the pupils of this school have been taught to regard with abhorrence that portion of it which is represented in the constitution of the model schools. But this failing does not extend to the ordinary schools, for the nuns have been and are prepared to recommend as teachers in them such of the pupils as are disposed to accept of the appointment, and are qualified to discharge the duties. This school, however, owing to the defects referred to before, has not been successful in training young persons for the office of teaching. Only one, within the last six years, has been prepared in the school. This teacher is zealous and faithful in performing her duty, but is deficient in method of teaching, and failed to be classified on her first examination.

(signed) *Andrew O'Callaghan*, District Inspector.

14 June 1864. (Established Church.)

County Limerick, Roll No. 5,554.

ST. MARY'S CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 3 June 1864.—Manager, The Very Rev. Dr. Butler, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
147	33	- -	2	- -	23	9	34
Average Age - - -		- -	15	- -	18	15	16·5

This is an industrial school, in which all the pupils are boarded and lodged. They consist, for the most part, of servants out of place, who are charitably maintained and taught here until they get new situations. This school not belonging to the class of convent schools, for which this special form of report is intended, I have not reported the results of my visit in this form. These will be furnished by me on the Secondary No. 1 Form.

(signed) *Andrew O'Callaghan,* District Inspector.

County Limerick, Roll No. 570.

SS. MARY AND MUNCHIN'S CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 31 May and 1 and 2 June 1864.—Manager, The Very Rev. Dr. Butler, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
1,133	459	345	115	38	27	9	534
Average Age - - -		6·7	9·7	10·5	12·2	13·9	8·1

Answers to Queries.

1. (*a*).—The teaching power is adequate.

1. (*b*).—The acquirements are quite equal to the task to be performed. The method of teaching of some of the nuns is remarkably good, and the organizing skill of one of them, who now directs the school, can hardly be surpassed.

2.—Very good.

3.—Very satisfactory. The organization of the infant department of this school and the proficiency of the pupils can be equalled only in a model school.

4.—A fair proportion.

5.—Music is the only extra branch. In this branch the proficiency is very high. A premium of 5*l.* was awarded for the year 1863.

6.—Most satisfactory.

7.—Very good. These results are the more remarkable when the class to which the

the pupils belong is considered. These children belong to the very poorest of the population.

8.—For one quarter of an hour before secular instruction, and from 11½ to 12¼ o'clock, with five minutes for a prayer after secular instruction. These arrangements are strictly observed.

9. (*a*).—Good.

9. (*b*).—Very good.

9. (*c*).—Special attention is given in this school, and with marked success, in instructing the monitors in the method of teaching.

9. (*d*).—Very satisfactory. All who were summoned to the last examination obtained premiums for their answering. In the case of one of them the highest premium was awarded.

10.—I believe that it is perfectly faithful.

11. (*a*).—The accommodation is ample. The school-rooms and class-rooms afford accommodation for 590 pupils.

11. (*b*).—Satisfactory.

11. (*c*).—No record has been preserved. It is estimated at about 1,000*l*.

12.—Supply sufficient. About 10*l*.

13.—This school has had a marked effect in this respect. It is situated in the immediate neighbourhood of the most crowded and the poorest part of the city.

14.—The locality in which this school is situated offers no inducement to private enterprise, the people being too poor. No female national school was ever established in the neighbourhood, except one. The latter, which is under joint management of Church of England and Presbyterian patrons, has been deprived of all its Roman Catholic pupils by the direct interference of the Roman Catholic pastors. These gentlemen admitted that they had no ground of complaint against the teachers of this school.

15. A.—Superior.

15. B.—Superior.

15. C.—Superior.

15. D.—Superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Equal.

15. H.—Superior.

15. I.—Superior.

15. K.—Superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -				

17.—Favourable.

18.—This school has performed, and is performing, most efficient service to education. Large numbers of children have been attracted to it, who must, but for its agency, have been doomed to total ignorance. The attendance in this school is very large, and the character of the attendance, as regards regularity, has greatly improved under the present most judicious direction. The course of instruction is fully co-extensive with the school programme, and the method of teaching is skilful and intellectual. It is only within the last two years that this school attained to this very efficient state, which is due chiefly to the very remarkable talent for organization and skill in method of teaching possessed by one of the nuns. A monitress trained in this school would, at the expiration of her office, be well prepared to take charge of an ordinary school. Several of the pupils have become governesses in private families.

This school has sent forth several teachers of national schools. Such of them as have schools in this district conduct them in a very satisfactory manner.

Although there is no doubt that the teachers of this school would prefer to the present a system of education exclusively Roman Catholic in all respects, I believe that they have done good service to national education by the use of the books of the Board; and by faithfully inculcating, with a zeal truly earnest, the principles of morality and loyalty abounding in these books, amongst the dwellers of the lanes and alleys of an impoverished and densely crowded locality.

(signed) *Andrew O'Callaghan*, District Inspector.
(Established Church.)

4 June 1864.

County Limerick, Roll No. 5547.

SEXTON-STREET CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Nuns of the Presentation Order.

Visited 25, 27, and 30 May 1864.—Manager, Rev. Thomas Browne, Limerick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
1,222	449	233	118	86	75	34	546
Average Age - - -		8·1	10	11·2	12·6	13·7	10

Answers to Queries.

1. (*a*).—Unsatisfactory. There are only nine nuns engaged at any time in the duty of teaching. This duty is shared in rotation by all the members of the community. There are nine paid monitresses.

1. (*b*).—The literary acquirements of the teachers are quite satisfactory. Their method of teaching is defective, and their organising skill is very imperfect.

2.—Very unsatisfactory in every branch except reading and spelling.

3.—The infant pupils are cared for with loving solicitude; but their intellectual training fails to produce the results which are expected to be developed in a skilfully conducted infant school.

4.—The proportion is small. For although a fair proportion have been advanced to the third and higher classes, the information imparted is very defective, except in reading and writing.

5.—There are no extra branches.

6.—Very satisfactory.

7.—Satisfactory.

8.—One hour in every day is devoted to religious instruction. The specified arrangements, as far as I have been able to ascertain, are faithfully and zealously carried out.

9. (*a*).—Not satisfactory.

9. (*b*).—Tolerably fair.

9. (*c*).—They receive every day, along with a class of unpaid monitors, instruction for two and a quarter hours in the subjects of their programme; but they have received little or no direction in the art of teaching, because this subject is but very imperfectly understood by the teachers themselves.

9. (*d*).—Of five who attended the examinations of 1863, two obtained premiums (1*l.* 10*s.* and 1*l.* respectively); two answered poorly, and one was dismissed for unsatisfactory proficiency.

10.—Good generally.

11. (*a*).—This accommodation is inadequate. Allowing six square feet for each child, the calculation gives an accommodation for no more than 347 pupils.

11. (*b*).—There are in use one large schoolroom and two smaller rooms. The large schoolroom is satisfactory in all these points. The other rooms are sufficiently lighted, but are not sufficiently lofty. The out-offices and playground are satisfactory.

11. (*c*).—No record has been preserved of the expenditure under these heads. The probable cost is about 900*l.* The schoolrooms are adequately furnished.

12.—The supply is quite sufficient. The value of the maps, charts, &c., in the school at present is about 27*l.*

13.—This school has had little or no effect in this way. This may be accounted for, in my opinion, by the fact that the nuns of the Presentation Order are forbidden, by a "vow of enclosure," to go outside the bounds of their convent. They have, therefore, no external intercourse with the people. On examining in the Register, under the head of "occupation of parents," I observed that a very large proportion of the parents are engaged in some trade, or as clerks, pensioners, &c. There is a distribution of bread for luncheon every day to about 50 children, and this number may be fixed on as representing the more destitute, and about 30 but for this dole might not be sent to school at all.

14.—Very injuriously, almost to total extinction. There is only one private school within a circuit of half a mile of this school, and no national school. This result has been produced partly by the fact that the teachers of this school teach gratuitously, which is the most potent element in the attraction of the school; and partly by the influential agency of the Christian

Christian Brothers, who have a school in the immediate vicinity, very numerously attended. This school is also encouraged by the Roman Catholic pastors of the parish, who will not permit any child to go to the model school, which is three-quarters of a mile distant, and is the only female (lay) national school in the city except one.

15. A.—Inferior.
15. B.—About equal.
15. C.—Equal.
15. D.—Superior.
15. E.—About equal.
15. F.—About equal.
15. G.—About equal.
15. H.—Inferior.
15. I.—Somewhat superior.
15. K.—Somewhat superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	2
Incidental visits - - -	—	—	—	—

17.—Unfavourable.

18.—Notwithstanding that the teachers of this school are undoubtedly influenced by high and holy motives to extend the blessings of a sound, religious, moral, and secular education, in the locality in which they teach, I am obliged to assert, that their efforts have fallen very far short of the results to be desired, as far as secular instruction is concerned. They have not succeeded, in any marked manner, in rescuing from total ignorance the children belonging to the more destitute classes; and the quality of the secular instruction given to the children under their instruction is inferior to that which characterises most of the ordinary schools. With respect to the training of teachers, this school trains five or six every year, who are sent abroad to India or America, and become nuns in convents belonging to the Presentation Order. But I must say that these young persons have received an imperfect training for the efficient performance of their duty, as far as regards the teaching of the secular branches of a school course.

No teacher of a national school has been sent forth from this school. Although this school is not as successful as most of the other national schools in imparting a sound and extensive secular education, I feel assured that the nuns have done good service to the cause of national education by adopting it and recommending it to the favour of the people in their locality; and it is certainly a matter of no small importance that the varied information and the just principles contained in the lesson books of the Board are diffused, by means of this very large school, extensively through the community; and that the moral, social, and political teachings of their books are, as I am convinced, cheerfully and faithfully conveyed by their teachers.

(signed) *Andrew O'Callaghan*, District Inspector.
4 June 1864. (Established Church.)

County Londonderry, Roll No. 6,168.

ST. COLUMB'S, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 25, 27, 31 May 1864—Manager, Rev. Wm. M'Laughlin, Derry.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
470	217	117	41	41	22	11	232
Average Age - - -		6·1	8·4	9·5	11	11·7	7·9

Answers to Queries.

1. (*a.*)—The staff of teachers is not fully adequate to the wants of the school. There are three distinct departments, conducted in three separate rooms. In the first or lowest room, in charge of one teacher, there is a daily attendance of from 80 to 120 infants; in

the second room, also in charge of one teacher, an attendance of about 100 pupils, and in the third room, with two teachers, an attendance varying from 40 to 60 pupils. There are six paid monitresses, of whom one is in the first room, two in the second, and three in the third.

1. (*b.*)—On the first part of the query it is impossible to give precise information. The teachers not having been examined, the extent or depth of their acquirements can only be subject of surmise. Some of them, undoubtedly, appear to be ladies of education and accomplishments, but in the technical knowledge and skill requisite for the successful teaching of some branches, at least, they appear to me to be deficient. The school arrangements, as regards sequence of subjects to be taught, the time devoted to each, &c., are not skilfully made, and the success which, even with the present small staff of teachers might be attained, is to a great extent marred by the want of an economic use of the school time.

2.—The proportion of pupils who have attained to the minimum degree of proficiency required in their respective classes is small. As a general rule they are promoted to higher classes before they have attained to it.

3.—The infants are carefully attended to. There is, perhaps, some want of the variety and change of employment so necessary in an infant school.

4.—Owing to a want of completeness in the details of the school-register, I am not able to give a direct answer to this query. I have, however, collected some materials which will help to indicate the rate of the progress of the pupils to the highest class. During the last eight years, I find record of the promotion of 41 girls to the fourth class, and as it has not varied much in size during that time, this may be taken as a fair approximation to the number who have left the school having attained to a satisfactory degree of education.

5.—Vocal music is the only extra branch of instruction. The actual instruction is restricted to about 15 or 18 of the senior pupils of the two upper classes. It is of a practical kind, and the results are satisfactory.

6.—Nominally all the children are taught to knit or sew, but there appears to be a scarcity of materials for work, and as there are too few hands to superintend, but a small proportion of them are at any time actually employed. The others, meanwhile, employ themselves with books, or slates, or are idle.

7.—The pupils are orderly and well behaved. A healthful and bracing moral influence pervades the whole establishment, and is apparent in the deference and ready obedience which the pupils yield to their teachers.

8.—Satisfactory. Half an hour daily is devoted to religious instruction, the arrangements for which are strictly adhered to.

9. (*a.*)—On the whole they are fairly advanced.

9. (*b.*)—Duly subordinate to an adequate staff of teachers, they might be as useful as instructors of this class can be, but having to act an independent part, and not having been specially prepared with a view to their duties, their services are not so efficient or so valuable as might be desired.

9. (*c.*)—One of the nuns gives an hour daily (the time set apart for the pupils to be at needlework), to their instruction. The course is that of fourth-class pupils, and the subjects required for their examination.

9. (*d.*)—Their answering has been pretty satisfactory.

10.—Fairly observed.

11. (*a.*)—Amply sufficient for more than twice the number in average daily attendance.

11. (*b.*)—Satisfactory.

11. (*c.*)—The building and fitting up cost upwards of 800 *l.*

12.—The supply of maps and educational apparatus is ample. Some of the account books and invoices having been mislaid, I was not able to find out the exact amount which has been expended in the purchase of maps, &c. The sum of all the items of which I found any record is 54*l.* 13*s.* 3*d.* This, I am certain, is much below the actual outlay.

13.—It is difficult to estimate the effect which the operation of this school has had in bringing the children of the destitute classes under the influence of education; I think, however, it must have been very considerable. The avocations of the Sisters of Mercy bring them into frequent contact with a portion of the population the most likely to neglect the education of their children, to attract whom to this school it is but reasonable to suppose these ladies would employ all the means within their power. I have no doubt, therefore, that by their advice and persuasion, numbers of children have been brought out, who otherwise might probably have attended no school.

14.—With the exception of having reduced the attendance at the only female national school in connection with the Roman Catholic body in Derry, I do not know that it has had any marked effect.

15. A.—As to efficiency of instruction, it ranks little above the lowest of the class with which it is compared.

15. B.—No difference observed.

15. C.—Instruction in vocal music (the only extra branch which is taught) is given in only one of the ordinary girls' schools, and not so efficiently as in the Convent school.

15. D.—There is no striking point of difference between them.

15. E.—The moral training of the pupils appears to me to be kept more prominently in view by the nuns than it is in the ordinary National Schools.

15. F.—The time set apart for religious instruction is about the same in all.

15. G.—No difference.

15. H.—The Convent school has accommodation for nearly three times as many pupils

as

as the largest of the girls' schools is capable of holding; the latter, however, are suited for the accommodation of three times as many as have been in average daily attendance in them during the past year. The fittings in the Convent schools are superior to most of the others.

15. I.—The Convent school contains a larger quantity of maps and other educational apparatus than is to be found in any of the ordinary girls' schools; but, relatively to the attendance, it is not greatly superior to the general run of the latter. To some of them, taking this view of the question, it is inferior. The girls' schools, generally, are adequately supplied with the necessary apparatus.

15. K.—The balance, I think, is in favour of the Convent school. The nuns go among the parents, and, by exhortation, counsel, and solicitation, induce them to send their children to school. Ordinary teachers rarely do so.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	1	1	3	2
Incidental visits - - -	1	–	–	–

17.—My predecessor's are favourable; my own, on the whole, unfavourable.

18.—For one school to have an appreciable influence on the education of a district, or on a system of education, it must in some way be distinguished either for its excellencies or its defects. So far as my acquaintance with this school or its working extends, I cannot say that it is entitled to any such pre-eminence. It is simply a large school, conducted by a staff of earnest and devoted teachers, too few in number to admit of their being able to perform satisfactorily the important work which they have undertaken, and perhaps somewhat wanting in the skill which would help a few hands to do the work of a larger number. Being conducted by nuns, it is looked upon as a denominational school; and as regards attendance it is strictly so; none but Roman Catholics go to it. The Board's rules, however, as far as I have seen, are duly observed, and even were it conducted by lay teachers, I do not think that a single pupil of any other denomination would attend it.

(signed) *D. C. Porter*, District Inspector.
(Established Church.)

1 June 1864.

County Longford, Roll No. 857.

LONGFORD CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27 May 1864.—Manager, Rev. J. Reynolds, Longford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
491	187	52	27	12	6	4	101
Average Age		5·0	10·7	12·0	13·0	13·1	8·0

Answers to Queries.

1. (*a*).—There should be more nuns; only two attend this school.
1. (*b*).—Good in those three particulars.
2.—All the pupils are well instructed, particularly those in the junior classes.
3.—This department has been conducted in a very satisfactory manner.
4.—A very fair proportion, for the time the school has been in operation.
5.—Drawing and other extra branches are not taught here. In music, the results are gratifying; several of the girls sing most pleasingly, and with great taste.
6.—A large number have learned plain work well, and can make their own clothes. Fancy work not learned by many.
7. Good; the habits and manners of a large majority have been greatly improved by being under the care of these nuns.
8.—Given every school-day from 11.30 to 12, and from 3 to 3.30 o'clock. The arrangements are carefully observed.
9. (*a*).—Generally fair.
9. (*b*).—In general they are efficient.

9. (*c*).—They

9. (*c*).—They are taught half-an-hour before school time, and three-quarters after it; also, an hour and ten minutes during school hours, and three hours on Saturday.

9. (*d*).—A fair number have earned premiums since this school was established.

10.—They are carefully attended to.

11. (*a*).—Good; the rooms contain 1,572 square feet; the average attendance is 187.

11. (*b*).—Excellent in every one of these respects.

11. (*c*).—£.400.

12.—Good; 26 *l.* 13 *s.* since April 1861, when the school was established.

13.—A very good effect. A large number of the pupils would not attend any other school.

14.—The only effect is, that some of the country girls who would otherwise attend the three female schools within four miles of the town, come here for a superior education.

15. A.—It is equal to the best, and superior to the majority, of them in the effect produced by the course of instruction pursued in it.

15. B.—Much superior in the care and education of infant pupils.

15. C.—Superior to most of the schools where music is taught. Drawing and other extra branches not taught in this district.

15. D.—Fully equal to the best, and far beyond most of them.

15. E. and F.—In these two respects it excels the other schools under Roman Catholic teachers. Nuns have a great advantage for such teaching, from the estimation they are held in by the people.

15. F.—There is more probability they would neglect secular education than religious.

15. G.—Fully equal to any of the other schools in this particular.

15. H.—Hardly any other school has such accommodation, and a great number have nothing like it.

15. I.—Superior to the majority.

15. K.—It is unrivalled in this particular.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	Not then	2	3	3
Incidental visits - - -	established.	4	5	2

17.—Generally favourable.

18.—A good effect in both these respects. In the first place, it has increased the number of those receiving instruction, by attracting the children living in the lanes of the town, who would not be sent to any other school. In the second, though it has been so short a time in operation, it has sent out four young persons who are now successfully conducting National Schools.

(signed) *John Bradford*, District Inspector.
(Established Church.)

31 May 1864.

County Louth Roll, No. 8445.

ARDEE, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30 May 1864.—Manager, Mr. Whyte, Mercy Convent, Ardee.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
214	104	47	31	16	24	- -	118
Average Age - - -		5·3	8·2	10·3	12·5	- -	6·3

Answers to Queries.

1. (*a*).—Fully adequate. There are four sisters set apart for the purpose.

1. (*b*).—Very fair, in all respects.

2.—Fair, on the whole, and improving from year to year.

3.—They are well disciplined and cared for. There were 50 present, one-fourth of whom are in second books. The several drafts are carefully taught. They sang, and went through several of their little exercises with great spirit.

4. There

4.—There are very few, as the school has not yet been quite four years in operation.

5.—Except in the "benefit" school, which receives no State aid, music is not taught; the children, however, sing pleasingly together.

6.—Those in actual attendance are employed, principally at plain work, which they are taught to cut out, and make up. All appears to be carefully and well done. Some, having learned "tatting" at school, are employed constantly at home on this kind of fancy work.

7.—Most remarkable in their orderly conduct; civil and respectful manners to each other.

8.—Religious instruction is given daily for half an hour.

9. (*a*).—With one exception, very fair.

9. (*b*).—Fair.

9. (*c*).—They receive instruction for one hour before general business commences, and during the day they are allowed from one hour to an hour and a half for their own improvement.

9. (*d*).—Fair. Gratuities were awarded for the answering of two out of three.

10.—I have never observed any wilful violation. There is every disposition to comply with them, I believe.

11. (*a*).—Satisfactory.

11. (*b*).—Very beautiful rooms, lofty, well-ventilated, and all finished off in the best manner.

11. (*c*.)—This I could not ascertain, no separate accounts having been kept.

12.—Very good. Since school opened in 1860, the expense for requisites purchased from the—

	£.	*s.*	*d.*
Board	13	8	10
Ditto for Apparatus	10	19	6
	£. 24	8	4

13.—While visiting the sick and poor, the nuns come to know the children personally, and hence induce them to present themselves at school. After a little, such as require them, get clothes; and, with a view to secure punctual and regular attendance, with attention in school, merit tickets are given to the most deserving; the holders of the highest numbers getting clothes, books, &c.

14.—Some schools in back lanes, under persons wholly unfit to have charge of them, have been closed. The majority of girls attending a mixed National school under a master, have left for this, as they could get no instruction in sewing, &c., there; and others who attended the girls' National school also came here; but, so far as I could learn, they are encouraged to do so.

15. A.—15. B.—Some schools, under the more highly classed teachers, have attained a higher degree of efficiency; but this is as good as most of the ordinary schools in all respects, and particularly in the care, training and instruction of the infant pupils.

15. C.—Except in the "benefit" school, music is not taught; but several of the pupils in this department are proficients in instrumental music, French, &c.

15. D.—All except the infant school children are taught to sew; and the majority do plain sewing well. In this respect, it is superior to ordinary schools.

15. E.—15. F.—For the sake of the moral and religious training the children get from the nuns, parents give the school the preference, even supposing the ordinary branches of an English education are not so efficiently taught, which I don't mean, for a moment, to insinuate.

15. G.—The rules of the Board are well observed, in all respects.

15. H.—Better than in the majority of our ordinary schools.

15. I.—Better than, I might say, in the best ordinary schools.

85. K.—No teacher of an ordinary school can have the same opportunity, as she does not visit, and a Sister of Mercy must, the dwellings of the poor and destitute.

	1860.	1861.	1862.	1863.
16.—Inspections	2	2	3	2
Incidental visits	—	—	—	1

17.—Favourable.

18.—This school came into operation for the first time in August 1860. For years before, there had been a National school for girls in the town, which commanded an average attendance of only 50 pupils; and a mixed National school for boys and girls, having an average of about 20 of the latter; also an endowed school connected with Erasmus Smith's Board; and co-existing with all these were two or three others in back lanes, under, as I am informed, persons wholly unfitted for the position of teacher. These last have altogether disappeared; and the children who attended them, with others who never visited any school, have been brought under instruction here.

There is a separate school for the daughters of shopkeepers, farmers, &c., having an average of about 50. These pupils are taught French and music (vocal and instrumental), in addition to the usual English course; and on every Sunday the nuns open school for two hours, the first hour and a half being devoted to secular, and the remainder to religious instruction. The attendance, so far as I could learn, varies from 60 to 100, and is composed of servants, girls employed daily in the fields, &c. The secular instruction is confined to reading, writing, and a little arithmetic. Having examined several of the copybooks, I feel bound to state that if the proficiency in the other branches be proportioned to that

in writing, this department must be working well. I may remark here, that these two departments, the "benefit" school, and that on Sunday for servants and the labouring classes, receive no State aid. This institution, then, is considered a great boon to the town of Ardee. The middle classes who, though well to do, could scarcely afford to send their children to distant boarding schools, are accommodated. The servant and labouring classes, most of whom were neglected in their youth, are instructed on Sundays; and in the day National school, the children of the poor, even the unfortunate offspring of the abandoned, are receiving a useful secular education, with an excellent, moral, and religious training.

(signed) *Jno. Molloy*, District Inspector.
4 June 1864. (Roman Catholic.)

County Louth, Roll No. 851.

DROGHEDA CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation.

Visited 1 and 2 June 1864.—Manager, Peter Verdor, Esq., Drogheda.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in						
		First Class.		Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
		M.	F.					
1,113	411	41*	242	102	55	36	10	486
Average Age - - -		3·9	6·5	9	11	12·1	12·3	7·8

* The boys all belong to the Infant Department.

Answers to Queries.

1. (*a*).—Fourteen of the nuns teach in the school. There are two lay assistant teachers paid by the "Community", and 10 paid monitresses receiving salary from the Board. This is a teaching staff that appears fully adequate to the wants of the school.

1. (*b*).—It is always presumed that the nuns are well qualified as regards literary acquirements. I had not much opportunity of judging of the method of teaching, but among the monitresses it appeared to me to be somewhat mechanical, and to be wanting in animation. I could not judge of the organising skill, as the school was organised by a teacher sent for the purpose by the Board, and the system introduced by her is carried out in its main features.

2.—Out of a large attendance of pupils only 10 are advanced so far as fourth class, and these could not be regarded as equal to the "programme" requirements for fourth (this, however, is not looked for). On the rolls of the school there are 15 in fourth, 53 in third, and 63 in sequel, out of a total number reaching 694. The several classes, however, are efficiently instructed so far as they have proceeded, and care is taken to ground them well in the several subjects of instruction.

3.—Very well attended to; the children in the infant department all young, and not much proficiency; 41 boys and 121 girls. Average age of boys, 3·9; of girls, 4·9. No second class in this division of the school; 29 in third section of first book.

4.—About 46 per cent. In making this calculation I have included those who had been enrolled so long in sequel as to lead me to suppose that they knew the book in a satisfactory way. There is a great fluctuation, owing to the class of children who attend.

5.—These branches do not receive attention. The children sing when marching, and some have learned the notes, but regular instruction is not given.

6.—Some time ago the school was very celebrated for the execution of several kinds of fancy work; the demand for this has latterly declined. There is a separate industrial department with a teacher paid by the Commissioners to assist in its management. The sum paid for work to the girls in the industrial school for the last five years was 748*l.* 7*s.* 4*d.*; the sum expended for materials for same time about 50*l.* Many of the pupils have become dressmakers as the result of the instruction received. *See* 18.

7.—The moral aspect of the school is all that could be desired; the children attending require

require much looking after as regards "habits and manners." It is evident that great improvement has been effected.

8.—Twelve to one daily devoted to religious instruction. The arrangements for attending to this are carefully observed.

9. (*a*).—Considering the ages, which are from 14¼ to 17¾, the acquirements cannot be said to be high. They answer fairly in grammar and arithmetic; penmanship and writing from dictation only medium; geography of Ireland (on which only I examined) tolerable.

9. (*b*).—I observed three or four who appeared efficient, one in the infant school especially so. Many of them, however, appear to want that activity and animation that are so essential to efficiency. They are all attentive, diligent, and earnest.

9. (*c*).—They receive instruction in the morning from 9 till 9.15, and in the evening from 3.30 till 4.30. In the morning some of the nuns attend with a lay assistant; in the evening the instruction is wholly given by the lay teacher.

9. (*d*).—Within the last year gratuities were awarded for the answering of four senior monitresses and one junior; total amount, 5 *l.* 10 *s.*

10.—The rules are faithfully observed.

11. (*a*).—There are two rooms measuring 40 ft. by 34 ft. each for the two advanced departments. The infants' school is 40 ft. by 21 ft., and there is a large room about the same size for the industrial school; accommodation very ample.

11. (*b*).—Excellent.

11. (*c*).—This could not be ascertained; the school-rooms form a portion of the convent buildings.

12.—Supply abundant. There was a grant of apparatus made by the Commissioners when the school was organised; the value of what was received from the apparatus department, and paid for at half-price, since 1860, amounts to 7 *l.* 5 *s.*; amount paid for requisites for same time (half-price), 28 *l.* 15 *s.* 6 *d.* These payments made by the community.

13.—The school is principally attended by children drawn from the lower classes; 20 get breakfast and dinner daily at the expense of the Member of Parliament for Drogheda (—— M'Cann, Esq.); 10 are similarly supplied at the expense of the community; about 200 get bread every morning, and about 100 get partial clothing. For clothing there was expended in the last year about 50 *l.*, and for food about 100 *l.*, on the children attending the school. This has, no doubt, induced many to attend who would not otherwise.

14.—There is no lay female school in Drogheda under the National Board, and none whose operation could be in any way affected by the existence of this school. The Roll No. of this school (851) proves that it was among the first schools of any class taken into connection by the Board.

15. A.—I have visited very few of the ordinary girls' schools in this district. Compared with those I have seen and with the ordinary girls' schools in other localities, I would say:—Less efficient than in schools under first class teachers, or more aspiring teachers in second class.

15. B.—More attention given; a special infant department. In ordinary girls' schools, infant children could not by any possibility receive a similar amount of care.

15. C.—Nothing of any consequence accomplished here; not made a subject of special instruction. In very few of the ordinary girls' schools are these branches taught with success.

15. D.—In former times this school was especially celebrated. At present great attention is bestowed on the industrial training of all the pupils, and in this respect the school is vastly superior to nearly all the ordinary schools which I have recently visited.

15. E.—Superior.

15. F.—Considering the time devoted to this subject, and the character of the teachers in a religious point of view, I think the amount of the instruction must be much greater than what is imparted in the ordinary girls' schools.

15. G.—As well observed as in any school, so far as I can ascertain.

15. H.—Greatly superior.

15. I.—Better supplied than most schools.

15. K.—The attractive influence of the nuns themselves as religious teachers must influence the Roman Catholic section of the public. The destitute are attracted by the food and clothing.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	3	2
Incidental visits - - - -	No record, that I could find, of incidental visits; they are very seldom paid.			

17.—Reading generally noted as satisfactory; spelling, sometimes unsatisfactory, sometimes improved; arithmetic, and writing from dictation, usually referred to as "low" or "unsatisfactory," sometimes as "tolerable." Other subjects noted as "fair" or "satisfactory."

18.—This school was early connected with the Board of Education, and is the only* female school in the same parish, whether in Drogheda or out of it, receiving aid from the National Board. St. Mary's is in a different parish; it has been comparatively recently established. In industrial education much celebrity was attained for skill in several descriptions of fancy work; large orders were supplied to the trade in London. At present, however,

* There is no other school in the parish, either male or female, receiving the Board's aid. The male schools in the parish for Roman Catholics are conducted by Christian brothers.

ever, it is principally plain work that is attended to. I do not find that this school has been at any time remarkable for supplying teachers for national schools. One of the monitresses whose term has recently expired, has become a visiting governess. Tracing the records back, it appears that two other monitresses became governesses, and that four became national teachers. From a list of destinations of pupils supplied to me by the superioress, I find that 11 of those educated here went to France for the purpose of entering convents, 13 became dressmakers, one a milliner, several are employed in the factories, some in shops, and some at service or assisting their parents at home.

(signed) *William A. Hunter*, Head Inspector.
4 June 1864. (Presbyterian.)

County Louth, Roll No. 5387.

DUNDALK, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 31 May 1864.—Manager, Mrs. Vigne, Convent of Mercy, Dundalk.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
862	310	181	52	52	49	-	334
Average Age - - -		5·4	8·5	11	12·6	-	7·8

Answers to Queries.

1. (*a*).—Adequate. Eleven of the sisters are employed.

1. (*b*).—Good in all respects.

2.—Fair. The majority of senior class made passable, answering in all branches; some in the middle draft were good; others but middling. The junior school is composed of girls in first and second books, whose attendance fluctuates very much, and whose proficiency, for their age, is, on that account, not good.

3.—166 present in the infant school, which appears to be very skilfully conducted.

4.—About 50 per cent., and, of the entire number who have so left, 51·6 per cent. are marked off as "at home;" 20·4 have been apprenticed; 23·5 are servants; and 4·5 have emigrated.

5.—All sing; but some 20 girls are proficients in music, and sing admirably in parts. Drawing is not taught at present.

6.—All, except those in infant school are taught sewing, to make and mend their own clothing, cut out, &c. The most advanced girls learn the finer kinds of work.

7.—Very satisfactory.

8.—For half-an-hour daily; and is, as far as I can learn, never omitted.

9. (*a*).—Fair.

9. (*b*).—They teach passably, and some are said to be very useful.

9. (*c*).—They receive instruction before and after school hours; and are allowed one hour and a-half during the general business, for their own improvement.

9. (*d*).—Gratuities were awarded for three of the five seniors examined. Only one junior examined, who has since resigned from ill-health.

10.—Satisfactory.

11. (*a*).—Fully adequate. There are two rooms, each 65 by 25 feet, and one 45 by 25 feet. In one of the large rooms set apart for the infants, there is a gallery 26 by 18 feet.

11. (*b*).—Excellent.

11. (*c*).—The building alone cost, as I am informed, 2,000 *l.* I could not ascertain the expense incurred in furnishing.

12.—The rooms are well supplied with maps, charts, &c. From the beginning of 1860 to this date, they have—

	£.	s.	d.
Expended on requisites - - - -	22	10	6
Ditto on apparatus - - - -	29	8	4
	£. 51	18	10

13.—In their visits to the sick and destitute, the nuns are brought into communication with children who do not attend any school. Among the various excuses made, the want of clothing is most general. On their presenting themselves, and continuing regularly, they are supplied with good, substantial, plain clothing. This is renewed from time to time by way of premiums, &c.

14.—So far as I could learn, the conductors have no desire to interfere with pupils attending any existing national school for girls; in fact, there is, and has been for years, such a school in the west end of the town, having an average of 60. I am not aware of any influence it has exerted on non-national schools.

15. A.—Penmanship is better taught here, and in the other branches the proficiency of the pupils is equal to that in most of the ordinary schools.

15. B.—The infant pupils assemble in large numbers, are well cared, and skilfully trained; better than in the ordinary schools.

15. C.—Far superior in music.

15. D.—Better than in the majority of the ordinary schools.

15. E., F.—Under both heads, this and similar schools excel, and hence I believe the reason why they are so largely attended, parents giving them the preference for the sake of the superior moral and religious training their children receive.

15. G.—They are as carefully observed as in any ordinary school.

15. H., I.—Better than in the majority.

15. K.—The nuns being in daily intercourse with the poor and sick, administering to their spiritual and temporal wants, exercise a very attractive influence on these classes. More so than any ordinary teacher could.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	2
Incidental visits - - - -	—	—	—	—

17.—Favourable.

18.—So far as I have been able to learn from inquiry, no other source of information being open to me, the number of girls under instruction in this town was, comparatively speaking, very limited till the opening of this school. For years, it has commanded an average attendance of upwards of 300 pupils, and many poor girls, who, probably, but for it, would have grown up in ignorance and vice, have attained comfortable and respectable positions, some in this country, others in America and the colonies. The letters from some of these latter to the nuns are full of the most grateful acknowledgments. I know of but two young persons educated here who are now teachers; one is in charge of a national school in this district, and is a very attentive, good teacher; the other is a visiting governess, and during her course as paid monitress, was a very useful good assistant.

There is a separate department for the children of the middle classes, in which they are taught music, French, &c., in addition to the usual branches of an English course.

There is also a school on Sunday for the servant and labouring classes, in which they are taught reading, writing, the making up of shop bills, and letter writing, the last principally for those who may, perchance, have an opportunity of emigrating; these two departments receive no aid from the State.

In all, the great object aimed at is to give a useful secular education, but, above all, a sound moral and religious one.

John Molloy, District Inspector.
(Roman Catholic).

4 June 1864.

County Louth, Roll No. 8052.

St. Mary's Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 25 May 1864.—Manager, Very Rev. Thomas Mathews, Drogheda.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
584	295	132	69	30	5	5	241
Average Age - - -		7·1	9·4	7·4	10·6	15	7·9

Answers to Queries.

1. (*a*).—There are 11 of the "sisters" engaged more or less during school hours in the several departments.

 1. (*b*).—Very

1. (*b*).—Very satisfactory.

2.—Very good; children all well grounded in the several branches, so far as they have progressed.

3.—The infant department is conducted with great ability and judgment. The children are most carefully taught, and so anxious are the parents to have their little ones admitted, that several infants attend who can merely take part in the manual and marching exercises, literary progress, for the present, being almost out of the question.

4.—One-thirteenth of those on the rolls since April 1863, one-fifth of whom have been apprenticed; the remainder are employed in some way or other at home.

5.—Hullah's system has not yet been introduced, but it shortly will. The children sing several pieces, and in parts, very sweetly; even the infants do so, and a few pupils play well on the piano.

6.—Satisfactory.

7.—Excellent.

8.—Very good; never for a day omitted.

9. (*a*).—Good.

9. (*b*).—They are useful, and several have very good little classes.

9. (*c*).—They are taught for one hour in the morning, before general business begins, and have an hour and a-half for their own improvement during school hours.

9. (*d*).—Satisfactory.

10.—They are observed with scrupulous exactness.

11. (*a*).—Fully adequate.

11. (*b*).—Excellent rooms; neatly and comfortably fitted up in every way.

11. (*c*).—I could not ascertain the amount expended on the rooms, &c.; it must have been something considerable.

12.—Amply supplied. Expense incurred since the beginning of 1861:—

	£.	s.	d.
For apparatus, &c. - - - - -	12	1	9
„ requisites, &c. - - - - -	15	14	5
	£. 27	16	2

13.—On the day of my visit, I observed 25 children in the infant school whose poverty was painfully evidenced by their wretched clothing. These, I found, had been recently admitted, and were, some of them, the children of professional beggars; others had lost one or both parents; and all likely to become the pests of society if they had not been influenced by these ladies, during their visits to the sick and the destitute, to attend their schools. I may add, there are many of the same classes attending who do not present the same squalid appearance, having been provided with some little clothing.

14.—There are no schools of the class referred to within three or four miles of this. In some cases, parents who could afford to do so, have sent their daughters to get, as it were, some little finish here after having gone through the usual course of the ordinary national schools in their respective neighbourhoods.

15. A.—The pupils of schools conducted by some of the highly-classed teachers are more advanced in arithmetic; but that they are more accurate and ready calculators, or have a better knowledge of the rules which they have learned than those attending this convent school, I cannot admit; while the latter are at least equal in grammar and geography, they are far superior in reading and penmanship to the former. The paucity of the numbers in the two senior classes is accounted for thus: the children having, generally speaking, passed through the infant school, progress rapidly to sequels, by which time they have become fluent and intelligent readers, good writers, and tolerable calculators. The parents, unable to leave them longer at school, send them to work in the mills, to trades, &c.

15. B.—There is scarcely any comparison; for, as the nuns are unremitting in their care of and attention to these infant children, the same class in the ordinary schools are too often left to the exclusive care of monitors or advanced pupils.

15. C., D.—In these and the following branches, the nuns excel. Only a few of our teachers, and these within the past three years, have paid any attention to music; and except in a few good schools, every variety of excuse is tendered for the absence of work.

15. E., F.—Here again I feel constrained to confess the inferiority of the ordinary schools, as might be expected. The nuns being, for the most part, ladies of position, and highly educated, must exercise immense influence over the children, which is evidenced by their modest, subdued manners in school and in public, and in their conduct towards strangers and each others; and while no pains are spared in the inculcation of Christian principles, and observance of religious duties, &c., on their pupils by the nuns, the ordinary teachers, I fear in too many cases, content themselves with superintending the teaching of a few chapters of catechism.

15. G.—In no school are these rules observed more carefully.

15. H.—Scarcely any ordinary school so good.

15. I.—Few so good as this.

15. K.—No ordinary teacher has, or at all events would avail herself of, the same opportunities as a Sister of Mercy to bring the children of the poor under instruction. The one is bound by her religious vows to do so; the other has no such strong motive.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	3	3
Incidental visits - - -	2	—	4	1

17.—Very favourable.

18.—Having, in the previous part of this report, stated my opinion of the efficient manner in which the pupils are trained in the school, it may not be amiss to adduce some evidence as to the effects of this training when they are free from all control. I have had frequent opportunities of observing these 200 or 250 children dismissed; they walk from the schools two-and-two, with the utmost order and regularity, the line being broken only by such as have reached their homes, or the streets leading thereto; the remainder continue the ranks till they have reached their residences in the extreme suburbs. Is it not clear from this, that the moral and religious influences to which these children are daily subject are making a lasting impression, and that the modest, neat, and orderly habits in which they are being educated must ultimately have the most beneficial effect, not only on themselves, but on their friends and associates?

This report would be incomplete if I did not call attention to another department. The nuns have an evening school, from seven to half-past eight o'clock, the first hour and a-quarter being devoted to secular, and the rest to religious instruction. This school is attended almost exclusively by girls who are employed in a neighbouring factory from 6 A.M. to 6 P.M. o'clock, except the usual intervals for breakfast and dinner. The average attendance is about 60. As a proof of the manner in which the school is worked, I shall mention only one circumstance which occurred at one of my recent inspections. About one-fourth of the entire number present were in third class. The majority wrote well, and showed an acquaintance with the outlines of the map of the world; and without a single exception, they read the lesson I selected with fluency and intelligence—so much so, that, my curiosity being excited, I consulted the school records, and found that 12 of the 14, having grown up in complete ignorance, had commenced the alphabet here a few years before. All these girls are remarkable for their punctuality and attention to their work, and their demeanour in public is characterised by strict propriety.

(signed) *John Molloy*, District Inspector.
28 May 1864. (Roman Catholic.)

County Mayo, Roll No. 5215.

BALLINA CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 6, 7, and 8 June 1864.—Manager, Mrs. M. E. Dillon, Ballina.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
629	273	135	32	25	10	20	222
Average Age - - -		5·7	9·2	11·5	11·7	13·5	—

Answers to Queries.

1. (*a*).—Three nuns, assisted by five senior paid monitresses, are constantly engaged from 9.30 A.M. till 3.30 P.M., during five days of the week, in the girls' school-room. Two nuns and five junior monitresses are wholly occupied with the charge of the infants' school. This I regard as an adequate teaching staff for 270 pupils.

1. (*b*).—The nuns are, as far as I can judge, ladies possessed of sound literary attainments; their method of teaching is good, while the discipline and general arrangements carried out under their instruction, give evidence of considerable skill in school organisation.

2.—The pupils of 5th, 4th, and 3d class have made satisfactory progress in every subject of their course, grammar excepted. But the pupils of sequel, 2d, and generally speaking those in 1st class, are deficient in reading, spelling, and other elementary branches.

3.—The infants receive special care and attention from skilled and experienced teachers, but the room set apart for their use is quite too small. The present arrangement, however, is only of a temporary character; as long as it continues, it must seriously hamper the efforts of the teachers to make their school thoroughly useful and efficient.

4.—Of the gross number who permanently left school on or near the completion of their 14th year, 42·3 per cent. had not got beyond sequel division, whilst 57·7 per cent. were able

able to read in 3d or higher lesson books; most of these latter were in 4th class, when they left school for good.

5.—Drawing and other extra branches, except singing, are not taught. The singing class consists of 25 pupils selected for their voice and taste for music. They receive instruction from 2 till 2.15. They sang some pieces very sweetly, and concluded with "God save the Queen," in which most of the other pupils joined.

6.—The nuns are very anxious to instruct their pupils in needlework, but owing to the poverty of most of the parents, and the indifference of others, comparatively few girls attending this convent school receive a sound industrial education. I usually find that the very ignorant classes attach little or no value to plain work, which they neglect and despise. They are, however, desirous to have their children taught embroidery, or any branch of fancy work, for which some remuneration, however trifling, may be had.

7.—A great reformation has been effected, through the persevering exertions of the nuns, in the habits and manners of the poorer children; but much still remains to be done before these latter can be got to appreciate at their just value, personal cleanliness, punctual habits, and a proper regard for truth.

8.—Prayer from 10 till 10.5, and from 2.45 till 3. Catechetical instruction from 11.30 till 12. These arrangements are scrupulously observed by the nuns in charge of the schools.

9. (*a*).—With two exceptions, the literary acquirements of the senior monitresses are rather superior to those of young persons filling a similar position in the ordinary national schools.

9. (*b*).—The junior monitresses are excellent 4th or 5th class pupils; their acquirements are, therefore, above what the Commissioners' rules demand. They are punctual and attentive in the performance of their duties, but they lack the intelligence, taste for imparting instruction, and ability in questioning children, so essential to secure satisfactory results in all schools, but more especially in those attended by a large number of very young children.

9. (*c*).—They receive one hour's special instruction during five days in the week.

9. (*d*).—Of the five senior monitresses, one only attended last annual examination, for the following reasons: two of them had been very recently appointed, and therefore not required by the rules of the Board to attend an examination. One of them was unwell and unable to present herself for examination, whilst the fifth had completed her fourth year's service before the last annual examination of paid monitresses was held. The nuns received a gratuity for the special instruction and satisfactory answering of Mary M'Nulty, the only one of their monitresses who was examined last year. All the junior monitresses acquitted themselves satisfactorily.

10.—The Board's rules are faithfully observed by the conductors of this school.

11. (*a*).—The total available school space amounts to 2,550 square feet, which, assuming the average attendance at 270 pupils, gives 9·4 square feet for each pupil, or nearly 3½ square feet beyond what the Board's rules exact.

11. (*b*).—The girls' school-room is all that can be desired as regards healthiness, convenience, light, ventilation, &c. The reverse is, however, the case in the infants' school-room. The inconvenience is, however, only temporary, as new and spacious school apartments for the infants' use are in progress of erection.

11. (*c*).—About 400 *l.*

12.—Both school-rooms are abundantly supplied with maps, charts, apparatus, and other requisites. Nearly 30 *l.* have been expended during the past three years in providing them.

13.—It has been the means of bringing under instruction many children of the poorer classes, who would otherwise never think of attending school. The nuns during their frequent visits to the dwellings of the poor, impress on the latter a sense of the benefits of education, and from the feeling of respect and veneration in which they are held, their advice and entreaties on the subject are listened to with an amount of attention which the ordinary national teachers could not be expected to secure. In seasons of distress, the poorest children get a little food at the school, and this inducement is very operative in securing the attendance of such children.

14.—There is no other girls' national school in Ballina or its immediate vicinity, but a majority of the female teachers within a circuit of ten miles around the town, received their education in this convent school. Many of them are now very efficient instructors, and although some of them are persons of humble literary attainments, they are all highly qualified as far as character and moral principles are concerned. Their schools are, in point of neatness and order, generally speaking, superior to those in charge of female teachers who never attended a convent school.

15. A.—There are only six ordinary girls' schools connected with the Board in the Ballina district. In none of them is the general course of instruction so thorough practical and efficient as in this convent school.

15. B.—This is the most favourable feature in this convent school. No attempt has been made in the ordinary national schools to secure special instruction and separate training for the infant pupils, most of whom, owing to this cause, make but slight progress during the first year they attend school.

15. C.—Music, drawing, and other extra branches are not taught in any of the ordinary national schools in this district, but, as already stated, singing has been taught with a fair share of success in this convent school.

15. D.—There

15. D.—There are, I believe, few convent schools in which so little has been accomplished in the way of industrial instruction, as in Ballina Convent School. I have endeavoured to explain the cause of this in answering Query 6. It is my duty to add, that the teachers instructed by the nuns, and now in charge of national schools, have greatly contributed to introduce needlework amongst their pupils. In the ordinary national schools, needlework is comparatively speaking neglected.

15. E.—The moral training is superior to that which I witnessed in the ordinary national schools of the district.

15. F.—With the exception of morning and evening prayer, the religious instruction is practically the same as that given in other national schools under Catholic teachers and Catholic managers. I have no doubt, however, that the religious instruction imparted by the members of a religious community, makes a much stronger impression on childrens' minds than the same instruction does when given by secular teachers.

15. G.—The Board's rules have been honourably and faithfully observed, same as in the other ordinary national schools in the Ballina district.

15. H., I.—Quite superior in all these respects to the other national schools in Ballina district.

15. K.—The nuns belong to the order of Sisters of Mercy, and, by their rules, are required to visit the sick, the poor, and the dying. The performance of these duties endears them to the people, and gains for them an influence over the poorer clases which no other section of the community can hope to secure. This influence the nuns turn to good account by inducing ignorant and reckless parents to send their children to school, but so great is the apathy and carelessness of the poorer classes in Ballina, that even the labours and entreaties of the nuns have been only partially successful in bringing the poorest and most neglected children within the influence of education and moral training.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	2	2	3	3
Incidental visits - - - -	1	–	2	6

17.—Favourable in many respects, but he reports that the junior classes have not made adequate proficiency, bearing in mind the respective periods of the pupils' attendance.

18.—This convent school consists of two distinct apartments, one of which (being extremely spacious, well lighted, and ventilated), is set apart for the pupils of second and higher classes. The second is used as an infant school, but owing to the large attendance, the accommodation is inadequate, and the lighting and ventilation very imperfect. New schools are, however, in progress of erection, so that these defects will soon be permanently removed. I shall briefly summarise the results of my examination of the children attending both schools, by stating that the proficiency of the pupils belonging to the senior division was, on the whole, creditable. I might add, perhaps, that their penmanship was, in some cases, too small and too angular, and their knowledge of grammar meagre and superficial. The children of the junior division (by which I understand sequel, second, and first class), acquitted themselves very poorly. They read and spelled badly, and when questioned on the subject-matter of their lesson, they answered in a vague careless way, without, in the least, thinking of the nature of the questions proposed, and without troubling themselves to look for the required information in the pages of their lesson books. These serious defects are the result of leaving the junior classes chiefly in the hands of the paid monitresses, who are only partially qualified for so important a duty. They are, indeed, fair scholars, but they are slow and inanimate, and they do not exhibit much aptitude for imparting instruction. I quite believe their dull listless manner reacts with injurious influence upon the minds of the young children whom they have been appointed to instruct. This observation applies to the whole of the sequel and second class, but only to a portion of the first class, as some of the children belonging to it are among the most intelligent of their class I have met with for a long time past. I believe fully 90 per cent. of the total number of females of a school-going age in Ballina are on the rolls of this convent school. They never attended any other school, and, as most of them belong to the most destitute families, they would, but for the timely exertions of the nuns, have been reared up in ignorance, in a disregard for truth, and in habits destructive of personal neatness and cleanliness. It is no exaggeration to state that many hundred wretched children of this class have, through the operation of this school, been rescued from confirmed ignorance and permanent degradation. The habits of order, neatness, punctuality, and a strict adherence to truth, cannot fail to make lasting impressions for good on the minds of these hitherto neglected creatures. It is, however, to be regretted that industrial training has not been more extensively employed as a means of improving their habits and bettering their social position. In conclusion, I have to observe that the features which mainly distinguish this school from ordinary national schools may be thus briefly described: Superior moral and religious training; greater influence of the nuns over the minds of children; the latter, in fact, look upon them as friends rather than teachers; the excellent arrangements for training and instructing the infant pupils; and lastly, the circumstance that no other teachers in the district have trained so many young persons for the office of school keeper.

(signed) *J. G. Fleming*, Head Inspector.
(Roman Catholic.)

8 June 1864.

County Mayo, Roll No. 7173.

SWINEFORD CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—The Sisters of Mercy.

Visited 25 and 26 May 1864.—Manager, Mrs. Martyn, Convent, Swineford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
548	179	78	23	11	9	7	128
Average Age - - - -		7	9·2	11	11·4	15	--

Answers to Queries.

1. (*a*).—More than sufficient; five teachers, occasionally six, together with monitresses.

1. (*b*).—Some of them have evidently received a first-class education, and are highly accomplished; one, who joined the community last year, had been a teacher of the highest grade in the Board's service. Their method of teaching, judged by that of the monitors whom they have instructed, is skilful, and a minute examination of the several details of their mode of conducting the school has shown me that they possess a very respectable knowledge of the art of school-keeping.

2.—My acquaintance with this school dates from October 1862. The state of proficiency of the junior classes I found unsatisfactory in 1862, little improved at first inspection in 1863, satisfactory since latter period. The answering of the senior classes at my several examinations of them, has been generally up to prescribed standard, or above it. Judged by rate of progress of pupils, this school was in a very backward state in 1862, fairly efficient in 1863.

3.—The lowest division of this school is organized as an infant school, and the peculiar advantages of that system of organization are fairly realized. The instruction imparted to the infants I regard as sufficient and suitable. The progress of these little ones was, however, extremely slow in 1862. In 1863, a sufficient number of promotions took place in the infants' division.

4.—Of 28 pupils who are ascertained to have finally given up attending school since January 1862, 13, or over 46 per cent., had reached the third or fourth class.

5.—A large class have a fair acquaintance with the theory of vocal music; all the pupils sing simple melodies in a very pleasing manner at the several changes of lessons. Three of the children present on this occasion I have heard play on the pianoforte; and a class of four or five, whom I examined in French, have made some progress in the grammar, and in the translation of easy narratives in that language.

6.—In the highest degree satisfactory, whether regard be had to the number of pupils instructed in industrial branches, or to the quality and description of the work.

7.—Cleanliness of pupils in person and apparel, their ready obedience to those placed over them, their demeanour modest and orderly, their candour and truthfulness. Only one desirable result apparently has the system of moral training failed to attain: the pupils are wanting in punctuality; but for this defect, a reasonable ground of indulgence may be found in the circumstances of too many of the parents.

8.—Religious instruction takes place the first five days of the week, from 12 o'clock to 12.5, is resumed at 2.30, and closes at 3, and on Saturdays from 11 to 12 o'clock. Only on one occasion have I observed any departure from the specified arrangements for religious instruction; a Roman Catholic hymn was being sung during the time of secular instruction, but on my drawing attention to this irregularity, it was at once rectified, and an assurance given that the singing of the hymn in question had been directed by one of the younger nuns, inexperienced in the rules of the school.

9. (*a*).—Of various degrees of merit. These of one below, of three about equal to, of one somewhat above, the average acquirements of monitors of their standing.

9. (*b*).—From the improvement that has been made in the classes, in the instruction of which they principally assist, I am of opinion that, for the past twelvemonths or thereabouts, they have been very useful junior teachers.

9. (*c*).—An hour on Saturday, and an hour and a-half on each of the other days of the week are devoted to the special instruction of them. The subject of the morning lesson

on

on Friday is methods of teaching. Exercises, which are subsequently revised by the teachers, are written frequently by the monitors at home and at school, on the several subjects of the monitor's course.

9. (*d*).—Indifferent from the first examination attended by any of them, that of 1859, up to the examination of 1863, except in the case of one monitress, the daughter of the teacher of the Swineford Male National School. She was the only monitress of this school for the instruction of whom a gratuity was awarded, until the latter year, when a small gratuity was given in the case of another monitress.

10.—They have, on the whole, faithfully observed them since I received charge of the district, and I find only one instance of violation of these rules recorded against the conductors of this school by any of my predecessors. The school, as National, was opened in 1856.

11. (*a*).—Accommodation insufficient; floor space for 126 only; average attendance for year ended 31st March 1863, 173.

11. (*b*).—Satisfactory in all respects.

11. (*c*).—About 126 *l.*

12.—A globe, 21 wall-maps of various sizes, seven black boards, three easels, an educational cabinet, and a numerous collection of plates, illustrating various subjects in science and art. Cost of the entire, 15 *l.* 0 *s.* 2 *d.*

13.—There are at present belonging to the school at least a dozen children who, were it not for the existence of this Convent School, would not be likely to attend school at all. When three of these destitute little ones were presented for admission, such was their wretched condition as to clean linen, that until the nuns had performed for them good offices of a very loathsome character, they could not be received amongst the pupils of the school.

14.—From what I have been able to learn on this subject, it appears that the lay teacher of the Swineford Female National School was provided by the manager, Very Rev. B. Durcan, with a situation elsewhere, in order that the Female National School of the town might be placed in charge of the Sisters of Mercy, who had for some time previously conducted a private school in Swineford. The lay Female Infants' National School afterwards established seems to have fallen by its inefficiency. On the latter ground, and on that of insufficient attendance, salary was withdrawn by the Commissioners.

15. A.—Classifying the best Female National Schools of the district, according to state of proficiency and rate of progress of pupils, it is my opinion that the highest place being assigned to the female schools that are taught with a remarkable degree of success, this Convent School stood in the third rank in 1862, and in the second, in 1863.

15. B.—It is now the best school in the district in this respect. It is the only school in the district in which, so far as I am aware, there is any organization specially adapted to infant education.

15. C.—I know of no other school in the district in which French is taught, or in which vocal or instrumental music is taught so successfully.

15. D.—Equalled, perhaps, in this respect by one girls' school; surpassed by none.

15. E.—In the careful inculcation of moral principles, and in the visible effects of such inculcation on the habits and manners of the pupils, this school is equalled by very few, if any, of the lay female schools of the district.

15. F.—I am not aware of any lay female school in the district which equals this Convent School in point of attention to this most important subject.

15. G.—This school may be placed amongst the girls' schools of the district in which these rules are fairly observed.

15 H.—As regards quality of accommodation, superior to all the lay female schools in the district, with one or two exceptions; as regards extent of floor space in relation to average attendance, inferior to all, with one exception, in 1863. In 1862, however, the floor space was sufficient for the average attendance of pupils.

15. I.—In this respect it stands at the head of the female schools of the district.

15. K.—I know of no other female school in this district, so attractive in this way; nor would any lay teacher perform for the children of the poor, offices such as those referred to in reply to query 13, of this Report.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	2	3
Incidental visits - - -	1	1	–	3

There was no inspector in this district in the middle term of 1862.

17.—As to state of proficiency, generally speaking, unfavourable, from the first inspection of the school which took place in July 1857, to the last inspection in 1859; rather favourable in 1860, 1861, and 1862; decidedly favourable on the whole, since 1862. As to discipline, state of building, supply of requisites, &c., the observations have been generally very favourable.

18.—I am of opinion that this Convent School has contributed to the spread of education in the district; that is, I believe that the number of children who receive *some* amount of education, has been increased by it; in as much as many of the children of the destitute who would scarcely ever have found their way into a lay National School, are here instructed. In another way, too, this Convent School may have contributed to the extension of education. I have been credibly informed, that previously to the establishment of this school, the peasantry of the neighbourhood had generally allowed their children to grow

up in utter ignorance, so far as secular knowledge is concerned. The children of this class have for a number of years largely attended the school; but whether this effect is entirely attributable to the attractive influence of the school, or is partly due to the operation of other causes, I am unable to determine. As to the effect of this Convent School on National education, I am convinced that, in common with schools of its class, it has had a share in preventing or lessening hostility, if not in producing attachment to the National system, amongst the Catholic clergy, and the higher ranks of the Catholic laity, who regard Convent Schools as, not only *morally* and *religiously*, but also *intellectually*, the best possible schools for females; but I don't believe that it has contributed either to advance or to injure the cause of National education amongst these classes of the community whose children attend the school. These people form their estimate of the merits and defects of the school from considerations quite independent of its connexion with the National Board of Education, and mainly from the effect of the school on the education of their children.

(signed) *D. J. Roantree*, Acting Inspector.
(Roman Catholic.)

4 June 1864.

County Meath, Roll No. 883.

NAVAN GIRLS', No. 1, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Loretto.

Visited 25 May, 1864.— Manager, Rev. P. Blake, Navan.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
574	226	97	47	37	14	12	207
Average Age - - -		5·3	8·1	9·6	11·7	14·1	7·7

Answers to Queries.

1. (*a*).—Sufficient. Four nuns regularly in the school, two of whom have been trained teachers, and classed respectively I.[2] and III.[2] Two lay assistants, paid by convent, one of whom is trained and classed III.[2] Two paid monitors in first year; four other monitors, paid by convent; one 3*l.* a year, and each of the others 1*l.* a year; besides a class of 12 unpaid monitors.

1. (*b*).—Acquirement, method and skill satisfactory. School organized in January 1859, by Miss M'Cormac, on the bipartite system, which is still adhered to.

2.—Fair. During 1863 there were promoted from I. to II. Book, 42; from II. to Sequel I., 33; from Sequel I. to S.[2], 12; from Sequel to III. Book, 7; from III. to IV. Book, 8; from IV. to V. Book, 5; in all, 107. Of these, 24 were made in first quarter, 22 in second, 7 in third, and 58 in fourth quarter.

3.—This is committed, in a separate room, provided with a gallery, to the care of a lay teacher, paid by the nuns, and trained specially for the infants' school, in Central establishment, during 1854.

4.—Sixty-seven boys struck off rolls during 1863, went to the boys' school. Out of 166 girls struck off the roll during the year, 19 were in III. Class, 8 in IV. Class, and 13 in V. Class; in all 40, or about 24 per cent. of girls who left with a satisfactory degree of education.

5.—Neither music, drawing, nor other extra branches taught. The pupils sing together while making changes of classes, but do not learn music scientifically.

6.—About 80 per cent. of the girls in attendance are engaged daily from 10 to 11 o'clock at plain needlework, knitting, netting, Berlin work, artificial flowers, &c. Their proficiency in this department has always been satisfactory.

7.—The satisfactory results of the moral training they receive are said to be apparent through life.

8.—From 10 to 12 o'clock on Saturdays, and from 12 to 12¼ and 2½ to 3 o'clock on other days, are the times set apart for religious instruction. I hav every reason to believe that this arrangement is punctually adhered to. In most of the girls' schools in the district exactly the same times are given to religious instruction.

9. (*a*).—Both

9. (*a*).—Both monitors were appointed in 1863. Their acquirements are quite up to the standard of monitors in their first year of office.

9. (*b*).—They are diligent and attentive, and give promise of turning out good teachers.

9. (*c*).—They are specially taught by one of the nuns from 9 to 10 o'clock every morning, and 3 to 3.30 in the evenings.

9. (*d*).—They have not yet passed their first year's examination.

10.—I believe them to be faithfully observed. So much confidence is there upon this head, that there are six children of the Established Church on the rolls, and four of these were present on the day of my visit. These children leave the school-room during times of religious instruction.

11. (*a*).—Sufficient to accommodate 320, and the average daily attendance in 1863 only amounted to 226.

11. (*b*).—Very good in the girls school-room; but rather confined in the infants' department.

11. (*c*).—£. 100 originally granted by the Board towards the erection of a house, which was used as a school up to February 1853. The nuns have expended beyond 400 *l.* on the present girls' school-room. The infants' school-room given gratuitously by late Duke of Bedford.

12.—A full supply of maps, charts, requisites, &c. 19 *l.* 5 *s.* 9 *d.* expended during 1863 in providing books, apparatus, and school requisites.

13.—The school being open for gratuitous instruction, and upwards of 100 of the girls attending having been presented free with portions of necessary clothing during the course of the past year, has induced several of the children of the very poor to attend, who, wanting these inducements, would most probably grow up without attending any school.

14.—There are no lay female schools in the town, nor within school-going distance, to be affected. In 1853 another Convent School, under the Sisters of Mercy, was established in Navan, and although the latter school has been going on ever since successfully, the attendance at this school has not diminished, but increased.

15. A.—From the large proportion of infants on the rolls of this school, the numbers of promotions (107) from class to class during the year 1863, are not as high in proportion to the average daily attendance (226) as in most of the ordinary girls' schools in the district.

15. B.—There being two lay teachers (one of them trained) specially for this department, the infants are better taught than in the ordinary girls' schools, where the same teacher has charge of both infants and adults.

15. C.—Neither music, drawing, nor other extra branches taught. Children have learned to sing a few airs by ear, during the changes of classes.

15. D.—This school has a decided advantage over ordinary girls' schools, by having always on hand a good supply of work materials.

15. E.—This is the subject, above all others, about which the nuns are most anxious and devoted, and from the special pains taken to promote moral training, I am satisfied that it is more successfully inculcated here than in the ordinary girls' schools.

15. F.—The time is almost identical in all the schools; but the attention devoted to this subject by the nuns, taking into account its importance, is more satisfactory and fruitful of results than in case of the ordinary girls' schools.

15. G.—The Board's rules are as well observed as in the ordinary girls' schools, and I am assured by the nuns that they are very exact on this point.

15. H.—Much better than in the generality of ordinary girls' schools.

15. I.—Much better supplied, the nuns providing necessary funds for the purchase of them.

15. K.—Roman Catholic parents prefer to send their children to a Convent School, and some of the Protestant parents send their children to this school, because they expect them to receive a better education than in any of the Protestant schools established in the town.

	1860.	1861.	1862.	1863.
16.—Inspections - - -	3	3	3	3
Incidental visits - -	1	1	—	—

17.—Pertinent to the exact state of each class, and, on the whole, affording evidences of progress at each visit.

18.—During the past 14 years, 12 girls, who received their education at this school, have been appointed teachers of ordinary National Schools. Six of these are at present teaching in this district, and are considered honest, useful, and efficient teachers.

28 May 1864. (signed) *Eugene A. Conwell*, District Inspector.
(Roman Catholic.)

County Meath, Roll No. 7472.

NAVAN GIRLS', No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27 May 1864.—Manager, Rev. P. Blake, Navan.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
366	169	97	65	27	14	21	224
Average Age - - -		5·7	8·2	10·8	12·7	14·3	8·3

Answers to Queries.

1. (*a*).—Ample: six nuns constantly in the school, of whom two were trained teachers, classed respectively II.[1] & III.[1] One workmistress, and three paid monitresses, besides a class of 12 unpaid voluntary monitors, six of whom get 5*s.* a quarter as encouragement from the nuns.

1. (*b*).—Acquirements and method satisfactory. One of the Board's organizers, Miss M'Cormac, organized this school in February 1859, on the bipartite system, which is still carried out.

2.—Fair, considering the fluctuating attendance of very poor children, and the large proportion of the pupils who are mere infants. During 1863, 12 were promoted from I. to II. Book; nine from II. to Sequel; six from Sequel to III.; and five from III. to IV. Book. Of these, two were promoted in the first quarter; 20 in the second; three in the third; and seven in the fourth quarter.

3.—Satisfactory: being left in the exclusive charge of one of the nuns, who was trained in the Central Model School in 1861.

4.—Out of 125 pupils struck off the Rolls of the school during 1863, 13 were from III. class, and 12 from IV. class; that is about 20 per cent. of those who left during the year had attained a fair degree of education.

5.—All the pupils have been practised over the first 16 sheets of Hullah's vocal music; and 17 of the more grown girls are learning to play on the harmonium; drawing, or other extra branches not taught.

6.—About 70 per cent. of the girls in attendance daily, are engaged for an hour daily in plain needlework, shirt making, knitting, and various kinds of fancy work. Many of the girls who got their industrial education here, are now making a decent livelihood by making shirts, &c. for shops.

7.—Improved habits and manners have been very manifest among a class of girls who, before the establishment of this school in October 1853, were not accustomed to go to any school.

8.—From 10 to 12 o'clock on Saturdays, and from 12 to 12¼, and 2½ to 3 o'clock on other week days, are the periods set apart for religious instruction. These specified arrangements are faithfully observed.

9. (*a*).—One in his fourth year of office, and two in their first year; acquirements in each case up to the standard laid down.

9. (*b*).—They have given satisfaction hitherto, and are likely to become useful teachers.

9. (*c*).—They are taught by two of the nuns from 9 to 10 o'clock, a.m., and from 3½ to 4 o'clock, p.m., every week day.

9. (*d*).—Only one has yet passed her annual examinations which, on the whole, were satisfactory.

10.—Faithfully observed: I have myself heard the lady superior, at the head of this convent, give strict instructions that all the Board's Rules should be adhered to; and as an evidence of public confidence in this respect, four children belonging to the Established Church, from the Earl of Mayo's gatehouse, a distance of upwards of two miles, attend the school, with the knowledge and approbation of his lordship's family.

11. (*a*).—Satisfactory: sufficient for 300 pupils, while the average daily attendance for the past year has only amounted to 169.

11. (*b*).—Quite satisfactory.

11. (*c*).—Since

11. (*c*).—Since 1st May, 1861, the lady superior has expended on this school 300 *l.* 5 *s.* 4 *d.* at the cost of the Convent.

12.—Ample supply of maps, charts, &c. Eleven large maps, one set of Hullah's music sheets; 178 charts and prints of natural history, &c.; 13 *l.* 4 *s.* 10½ *d.* expended during 1863 in purchase of books, &c. for pupils.

13.—From thirty to fifty children get breakfast ever morning, and nearly one half of the pupils get clothing gratuitously. These inducements have been the means of bringing 90 per cent. of the pupils to this school, who would, otherwise, probably, attend no school at all, and grow up in ignorance and vice.

14.—It has not affected, in any way, the attendance at any female school, there being none within a school going circle. Moreover since the establishment of this school in 1853, the attendance at the other Convent School in the town has not only not been injuriously affected, but has actually improved.

15. A.—From want of punctuality of attendance, and the large number of mere infants on the rolls, the promotions (32), as compared with the average daily attendance (169), for the year 1863, are not as numerous as in a well-conducted ordinary girls' school; nor would the state of the proficiency of the classes warrant a larger number of promotions.

15. B.—Better than it could be in any ordinary school of infant and adult children, being confined to one of the nuns, formerly a very successful teacher of an infants' school.

15. C.—Music, both vocal and instrumental, better taught than is usually the case in ordinary schools; neither drawing nor other extra branches taught.

15. D.—An abundant supply of work materials always on hand, which gives an advantage in favour of this school. About 14 *l.* have been earned by the girls in the advanced classes during the year 1863, and fourteen girls have got situations, owing to the industrial training received here.

15. E.—Infinitely better, being the chief point to which the efforts of the nuns are directed.

15. F.—The time for religious instruction is the same as in many of the ordinary National Schools, and is considered sufficient. The attention paid to this subject is proportioned to its importance, and the results have necessarily given satisfaction.

15. G.—I am quite sure the Rules are honestly observed, same as in the ordinary girls' schools.

15. H.—Better than in many of the ordinary schools.

15. I.—As the nuns provide the necessary funds for the purchase of educational apparatus, &c., a much better supply is kept up than in the ordinary girls' schools.

15. K.—Gratuitous food and clothing, and the Sisters of Mercy visiting the homes of the poor, and relieving them in sickness and distress, have caused many children to attend this school, who in all probability would not have attended an ordinary girls' school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	1	–	2	–

17.—Pertinent to the exact state of each class at every inspection. On the whole not unfavourable, though greater progress was expected at some of my visits.

18.—From recent arrangements and redistribution of the teaching power, I am satisfied that this school will soon be found to be in a much more efficient state than it ever has been. In the year 1860, the lady superior expended 285 *l.* 16 *s.* on the erection of a "House of Mercy" for the training of servants, adjoining the school, and into which, as a reward for good conduct, &c., some of the poorer pupils of the school have been promoted and provided for. It was opened in May 1862, and has since received 100 girls, from whom the nuns have been able to recommend 75 to situations.

(signed) *Eugene A. Conwell*, District Inspector.
(Roman Catholic.)

28 May 1864.

County Monaghan, Roll No. 359.

MONAGHAN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Sisters of St. Louis.

Visited 25 May 1864.—Manager, Rev. P. Clifford, Monaghan.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
265	89	107	20	9	5	3	144
Average Age - - -		7	10	10	11	13	—

Answers to Queries.

1. (*a*).—Sufficient. It consists of five members of the Community, one lay assistant (employed by the Community), two senior monitors, one junior monitor, and one work-mistress.

1. (*b*).—The literary acquirements do not appear to be defective. The school has been recently organized by one of the Board officers, and the conductors continue to carry out very successfully the organization and methods of teaching then introduced, all of which are of superior character.

2.—The instruction at present given is efficient. As regards the time past, the results of the instruction have been very limited; for it was only recently that suitable school-rooms were provided, and suitable apparatus and organization introduced.

3.—They are treated in a manner kindly and affectionate, and yet sufficiently firm to reduce them to discipline and obedience. They appear to be cheerful and fond of school, and attentive to the instruction. The character of the instruction is suited to the capacities of the children.

4.—For reasons already referred to, and which will be explained at more length hereafter, the school has not up to the present produced many pupils of advanced literary proficiency.

5.—Drawing is not taught. Music is successfully taught: the great mass of the pupils sing very correctly by ear, and have acquired numerous songs of a cheerful and suitable character; while many pupils are acquiring some knowledge of musical notation and learning to sing at sight.

6.—Very good. Plain sewing receives great attention, all the girls being taught it for some time each day. A few are taught embroidery.

7.—Excellent. There can be no doubt that the school is exercising a most wholesome influence in this respect, the pupils being trained to habits of order and punctuality, obedience and respect to superiors, and love and forbearance towards each other.

8.—Religious instruction is given at the close of general instruction on alternate days, the total amount of time given weekly being $2\frac{1}{2}$ hours. There is also prayer for a few minutes before the commencement of business each day and after its close. Those arrangements are duly notified.

9. (*a*).—Quite sufficient.

9. (*b*).—They appear to teach efficiently, and to be fully equal to the services expected from them.

9. (*c*).—They receive special instruction for one hour before school assembles each day.

9. (*d*).—Two of them have not yet attended an annual examination, the dates of their appointments being recent. The third answered so well at the examination held in the year 1863 as to entitle the conductors of the school to a special gratuity.

10.—The rules of the Board appear to be faithfully observed.

11. (*a*).—The accommodation is ample, there being nearly 1,500 square feet of floor space in the three school-rooms; thus allowing six square feet for each pupil. There is accommodation for 250.

11. (*b*).—In every respect, the school-rooms and premises are suitable, healthy, and conveniently situated.

11. (*c*).—About 250 *l.* were expended, besides the expense of purchasing the site and some portion of the building and the building materials on the site.

12.—The supply is ample. The maps and charts and apparatus were nearly all presented by the Commissioners as free stock. A sufficient supply of books, stationery, and work materials is purchased from time to time by the conductors; sold to pupils who can afford to pay, and given gratuitously to the poorer children. The yearly expenditure in gratuitous distribution is about 6 *l.*

13.—There

13.—There can be no doubt that very many children of the poorer classes who would not otherwise attend school are brought under instruction by the special attractions exerted by this school. In their visits to the poor, the nuns find those children, and invite them to school; they give them books and clothing, and sometimes food, and their manner towards their pupils is marked by so much affection as to create a strong sympathy between the parents and pupils on the one side, and the teachers on the other.

14.—In the year 1859 a school, called the Latlorcan Female National School, was transferred from the charge of lay teachers to the Community who conduct this school. The Latlorcan School was situated in the suburbs of the town, and the nuns subsequently removed their school into new buildings in the town, changing the name to that now used. Thus the Latlorcan Girls' School ceased to exist. There was no other female lay school for the poor existing in the neighbourhood; but the Monaghan Model National School has been since opened, and the female department is well attended and in a very flourishing condition.

15.—In this district there are only eight ordinary girls' National Schools, out of a total of 114 schools in operation.

15. A.—Seven of the eight female schools in this district are much inferior to the Convent School as to the efficiency of the general course of instruction.

15. B.—No special attention is paid to the care of infant pupils, as such, in any of the girls' schools of the district.

15. C.—Neither music or drawing is taught in any of the female lay schools.

15. D.—The industrial instruction given in the Convent School is superior in point of quality and extent, and there is always an abundant supply of materials, which is not the case in lay schools.

15. E.—The moral training is superior in the Convent School, as may be expected from the fact that the Community devote their time almost exclusively to the religious and moral improvement of the poor.

15. F.—The amount of time given to religious instruction in the Convent School is not greater than that devoted in lay schools; but I am told by clergymen that the quality of the instruction is sounder and more adapted to the capacities of the learner. The Community also seem to impart it with more zeal and devotedness.

15. G.—Equally observed in Convent as in lay schools.

15. H.—The school-room accommodation in the Convent School is better than in any lay school. The school-rooms are better constructed and maintained; the premises and offices are more suitable.

15. I.—It may be said to be ample only in the case of the Convent School; for this is the only school that has had the benefit of organization, free stock of apparatus, &c.

15. K.—The Convent School exerts influences that lay schools cannot command, and is, therefore, more successful in bringing children of the poor under instruction.

	1860.	1861.	1862.	1863.
16.—Inspection - - - -	3	3	3	3
Incidental visits - - -	–	–	–	9

I am unable to give the number of incidental visits paid during the years 1860-1-2. There is no record in my possession, and the report-book of the school for those years has been mislaid.

17.—Unfavourable up to the year 1863, and favourable since, the reasons for which are stated below.

18.—This Convent School was first established in the year 1859, by the transfer of the Latlorcan Female National School from the care of lay teachers to that of the religious Community. From the year 1859 to the beginning of the year 1863 it existed under the name of Latlorcan Female School; was situated about half a mile from the town, and about the same distance from the convent. In the beginning of 1863 new premises, which had been in preparation on the convent grounds, were completed, and the nuns transferred the school thereto, altering the name to the more suitable one now used, and closing up permanently the girls' school at Latlorcan. During the time of its existence at Latlorcan the reports of the Inspectors on the state of the Convent School were unfavourable. The amount of instruction appears to have been insufficient, the method pursued inferior, the attendance of pupils irregular, and the school altogether working badly. These defects were attributable to a want of skill and experience on the part of ladies in charge, and to the inconvenient situation of the school—inconvenient alike to pupils and teachers. When the school was transferred to new premises in the year 1863, the services of an organizing mistress were procured from the Board; and during her stay, extending over two or three months, the school assumed an air of order, system, and efficiency that has since been maintained; the ladies conducting it have improved in skill; the teaching staff has been increased; and there is every prospect of permanent efficiency for the future. The effects of the Convent School on education throughout the district are yet to be produced. Hitherto it has aided the work of education very little, having produced no candidate teachers, and having only very recently become a model of system and order that other teachers might study with advantage.

(signed) *John Dowling*,
District Inspector, Second Class.
(Roman Catholic.)

30 May 1864.

Queen's County, Roll No. 3526.

Abbeyleix Convent National School.

Name of Order, Institute, or Community:—Bridgetines.

Visited 2 June 1864.—Manager, Rev. T. Nolan, Abbeyleix.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
174	83	47	20	10	6	3	86
Average Age - - -		4·7	9	11	12·5	12	7·6

Answers to Queries.

1. (*a*).—Six professed nuns teach daily from 9.30 to 3; adequate.

1. (*b*).—One, medium. Two, medium; not intellectual. Three, pupils quiet and orderly, but not much attempt made as to school discipline or organization.

2.—Such as might be expected from a teacher classed in second class.

3.—Kind and attentive; the instruction rather mechanical. Pupils cheerful, but not very intelligent.

4.—Eighty-seven have been removed into the third and fourth classes since 1st January 1860. Of those over 13½ years of age who have left, 49 are at home, seven are servants, one is a teacher in a National School; five are teachers, five emigrated.

5.—Singing is taught with a fair share of success; no drawing.

6.—Of the 67 pupils who left school as above, 10 could "cut out," and all could make dresses.

7.—The general appearance of the pupils, their good manners in school and in the town, show that they have benefited by the good example shown them in school.

8.—Four days, 2 to 3 o'clock; two days, 9.30 to 12 o'clock. Daily, 12 to 12.5, Roman Catholic catechism, Roman Catholic prayers and exercises—adhered to.

9. (*a*).—Very low.

9. (*b*).—Chiefly useful in keeping of order and attending to junior pupils.

9. (*c*).—One hour's extra instruction by nuns; two hours' instruction in class in school home lessons.

9. (*d*).—Unsatisfactory; 1863 two were reprimanded and one dismissed for bad answering; this department has since then improved.

10.—Good.

11. (*a*).—Adequate; rooms (two) for 200 pupils.

11. (*b*).—Excellent.

11. (*c*).—£. 210.

12.—£. 40.

13.—Out of 206 pupils now on the rolls, 70 pupils live in Abbeyleix town, 136 pupils live from one to two miles from the school.

14.—In 1842, when this school was established, it drew off all the pupils from a female National School, and from a lay benefit school. Those schools have ceased to exist. There are not any National Female Schools within three miles; I do not consider that any steps have been taken, further than the establishing this school by parish priest.

15. A.—Below the lay schools in every particular of literary instruction, except in penmanship.

15. B.—Superior to lay schools.

15. C.—None given in any lay school in the district.

15. D.—Superior to lay schools.

15. E.—Undoubtedly the nuns exercise a greater moral control over the pupils and a more lasting one.

15. F.—Nuns being teachers of religion, I presume their course of instruction is superior.

15. G.—Equal.

15. H.—Superior.

15. I.—Superior.

15. K.—I consider that the poorer children come to the school more readily than to lay schools, especially as their poverty is, to an extent, concealed by white bibs provided by the nuns, and their hunger partially appeased by bread given daily to the poorer children.

16.—Inspections.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	3
Incidental visits - - - -	–	–	1	2

17.—1860, fair. 1861, fair. 1862, medium; referred to reading, &c. 1863, very fair; referred to intellectual teaching and back lessons.

18.—This school is looked upon by all parties as a denominational school, and is, and always has been, attended solely by Roman Catholic pupils. The nuns have a benefit school as well as a national school, hence the education of Roman Catholic pupils has not suffered in the town, and, as there is a large Protestant population, these could if they chose get up a lay national school. But neither nuns, priests, or Roman Catholic laity will move in the matter. Of course, as long as the nuns remain in connexion with the National Board, the Roman Catholic population will have increased confidence in the impartiality of the national school system.

I cheerfully bear testimony to the cordial co-operation I at all times have met from the ladies of this convent, which I inspected so far back as 1847.

(signed) *C. Graham*,
9 June 1864. First Class District Inspector
(Established Church).

Queen's County, Roll No. 7,442.

BORRIS-IN-OSSORY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Loretto Nuns.

Visited 3 June 1864.—Manager, Rev. T. Birch, Borris-in-Ossory.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
126	54	14	16	1	-	3	34
Average Age - - - -		5·4	9·7	11	- -	16·3	8·5

Answers to Queries.

1. (*a*).—Quite insufficient.

1. (*b*).—Fair; rather too gentle and deficient in energy; unsystematic teacher, and knows very little of organization, but most anxious and attentive.

2.—Very low. I found the school in 1863 under an incompetent teacher; I asked for a change, and got it. I tried to get two nuns in school and failed till now. Another nun will now be told off for school.

3.—No infant school; teaching of juniors is unskilful.

4.—About 350 pupils attended since 1st January 1860; 40 pupils attained third and fourth classes in four years; 13 of these left over 14 years; one monitress; three emigrated; 12 are at home; 16 left finally, aged under 14 years.

5.—No music. Grant of material for drawing was made, but as yet only three draw.

6.—Medium; no great result can be stated.

7.—Pupils ran riot up to 1864; they are not as yet disciplined.

8.—Roman Catholic pupils daily, 12 to 12.5 o'clock, religious exercise; 2½ to 3 o'clock, catechism. Protestant pupils, Established Church, 12 to 1 o'clock on Friday, in Court-house, by their own pastor.

9. (*a*).—Unsatisfactory.

9. (*b*).—Almost useless as regards literary instruction, but efficient as regards work.

9. (*c*).—One hour daily. Instruction limited.

9. (*d*).—Unsatisfactory. Severely admonished in 1863 by Commissioners on bad answering.

10.—Neglected in important particulars up to 1863. These omissions not deemed by me wilful, and cheerfully and promptly remedied by the nuns.

11. (*a*).—Accommodation for 104 pupils.

11. (*b*).—Very fair. Room rather dull and cheerless.

11. (*c*).—About 150 *l.*, convent funds.

12.—£. 6.

13.—None. The attendance in the lay schools superseded by this one in 1859 was 52 on the average, with 104 on rolls.

14.—This school in 1859 superseded the lay female national school; since then there has not been any lay female schools within four miles; the consequence has been that Protestant and Roman Catholic pupils must either attend this nuns' school or do without education. I found five Established Church pupils present on this day. Of 133 pupils now on rolls, 71 are from the village, 23 within one mile, 27 over one mile, and 12 over two miles. The parish priest was the agent in this case.

15. A.—Below the lay schools in every particular. I only found seven writing on paper.

15. B.—No infant school.

15. C.—None.

15. D.—Hardly equal to the lay schools.

15. E.—Not in any respect above the lay schools, and not equal to some.

15. F.—I cannot give any opinion on this head.

15. G.—Not superior, if equal.

15. H.—Superior.

15. I.—Equal to.

15. K.—None as yet, judging by attendance formerly at lay school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	3	2
Incidental visits - - -	1	1	–	–

17.—1860, pretty good; Mr. Gillic. 1861, low; Mr. Porter. 1862, low; Mr. Porter. 1863, low; Mr. Graham.

18.—The establishment of this school in a small village may, in the long run, be beneficial to Roman Catholics, but must prove most injurious to the few members of the Protestant communion, and is therefore, I humbly conceive, opposed to the principle of the grant for National Education. I believe that few, if any, will be found to assert that a convent school, no matter how fairly conducted, is a fit or a safe place for a Protestant child; yet here a lay mixed school has been superseded to endow a denominational one, leaving the minority without redress.

(signed) *C. Graham,*
First Class District Inspector
(Established Church).

9 June 1864.

Queen's County, Roll No. 902.

COOTE-STREET CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of St. Bridget.

Visited 27 May 1864.—Manager, Rev. James Dunne, Mountrath.

Vested School, Bond 1833.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
277	119	37	27	14	8	5	91
Average Age - - -		5·5	7·8	10	12·1	15·8	7·9

Answers to Queries.

1. (*a*).—Unsatisfactory; inspector's suggestions not attended to on this head.

1. (*b*).—Unsatisfactory; discipline and order very bad; no attempt at organization.

2.—Most unsatisfactory. Mr. Porter examined 59 pupils in arithmetic, senior section, and only two could work substraction. I examined on arithmetic; and out of the whole school only five girls could subtract 7,056—987.

3.—No infant school; but junior classes much neglected.

4.—Out of 1,060 pupils on register since 1856, the cause of removal is stated, in 1,024 cases, as "non-attendance." The nuns inform me that 36 girls, over 14 years, have left since 1st January 1860:—4 as monitresses, 2 apprenticed, 5 servants, and 5 emigrated. No attempt made to train up young persons as teachers.

5.—None.

5.—None.

6—The needlework is fair, but I cannot ascertain as to results.

7.—The girls, on the different days of my visit, were noisy, and seemingly quite careless of reproof.

8.—Prayers and religious exercises, catechism, &c., daily, 12 to 12.5, 2 to 2.30, and Saturday, 10 to 12. Rules, I believe, observed.

9. (*a*).—Unsatisfactory.

9. (*b*).—Have no control over pupils. Listless manner.

9. (*c*).—Special; daily, 9 to 10 o'clock. "Home Lessons" performed in an unsatisfactory manner.

9. (*d*).—Most unsatisfactory; one dismissed, and three reprimanded in 1863; and nuns desired by special letter from Commissioners to pay more attention in future.

10.—Unsatisfactory; violation of rule persisted in; benefit school struck off by Commissioners, in consequence, in 1863. The rules now, I think, obeyed.

11. (*a*).—Rooms for 140 pupils; but shape of room and, until lately, arrangements of furniture impeded change of classes.

11. (*b*).—Fair, except as to out-offices, which I believe to be in an unsatisfactory state.

11. (*c*).—£. 73 from Commissioners of National Education; 50 *l.* from local sources.

12.—£. 10.

13.—There are 400 inhabited houses in this village; population, 1,800 Roman Catholics. Many of the pupils come from the country. There is no school for the Roman Catholic poor within two miles; I therefore infer that many do not come to school at all, and when a pupil does leave school, the teacher informs me that no inquiry is made as to her future destination, &c.

14.—None. There is a female national school in Mountrath, attended only by Protestants, highly endowed by Sir C. Coote. There are two female national schools, in a circuit of two miles, well attended and efficiently conducted. The nuns have not, so far as I can learn attempted to influence attendance from them to their own school.

15. A.—Below the lay schools in every particular, except in penmanship, in which they are equal; but in other respects they are twice as good as this school. This could not be otherwise where only one nun is in constant attendance, and where the junior class (infants' first class) is taught by pupils of sequel class, and this "class is not taught by any nun, but" is examined two or three times a week by one young lady (unprofessed)."

15. B.—Unsatisfactory.

15. C.—None.

15. D.—This branch is fairly taught to the senior section. Out of 91 present, only 50 were returned to me as learning to sew.

15. E.—Lay schools far superior.

15. F.—I am not in a position to give any opinion on this head.

15. G.—Not so good as lay schools. I found Christian Brothers' books in use on more than one occasion. I did not find attention paid to my remarks and suggestions.

15. H.—Equal.

15. I.—Inferior.

15. K.—I consider the poor better taught in the neighbouring female National schools. Soup is given daily to the poor, the offal of a monks' boarding-school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	2
Incidental visits - - - -	-	1	-	1

17.—1860. "Deficient, arithmetic, penmanship, explanation."—Mr. Gillic.

1861. "Fair."—Mr. Gillic.

1862. "Deficient, arithmetic. Below programme in arithmetic, grammar, geography. Out of 59 examined, only two worked simple subtraction."—Mr. Porter.

1863. "Deficient, arithmetic. School discipline defective. Teaching power too limited; too much left to monitresses."—Mr. Graham.

18.—I cannot see that this school has done much for education. Heretofore, I fear the benefit school attached to the convent has absorbed the principal teaching power, and I have not found a disposition on the part of these ladies to co-operate. The lady who has charge of the school, I feel bound to say, does her best, but she is overworked, and requires skill in organization, and also in mode of imparting instruction.

(signed) *C. Graham,*
First-class District Inspector
(Established Church).

9 June 1864.

Queen's County, Roll No. 1956.

MARYBOROUGH CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 6 and 7 June 1864.—Manager, Very Rev. W. Taylor, P.P., Maryborough.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
422	182	61	24	36	10	14	145
Average Age - - -		5·1	9·1	10·6	10·1	12·2	8·2

Answers to Queries.

1. (*a*).—Nine nuns, adequate. I found eight nuns in school (one being ill), six monitresses, and one workmistress; these latter paid by Commissioners.

1. (*b*).—First, fair. Second, not very intellectual; wants method and skill. Third, discipline very fair.

2.—Very fair. Arithmetic rather poor, and tendency to over-class pupils.

3.—Excellent.

4.—Four hundred and sixty-eight distinct individual pupils were on rolls since 1st January 1860; of these, 70 attained to third class, and 83 to fourth class. Left school—in third and fourth classes, over 14 years old: in third class, 30; fourth class, 38: total, 68. Teachers, national, 8; teachers, convent (England), 2; pupil-teachers, ditto, 6; monitresses, 3; teachers, 19; emigrated, 10; servants, 6; at home, 14.

5.—Music (Hullah), very fairly taught, by a professional man. Drawing not taught.

6.—Satisfactory. I found 80 sewing, and 50 knitting; the specimens shown of pupils' work were excellent.

7.—Pupils quiet and orderly, and respectful in their demeanour.

8.—Daily, from 9.25 to 9.30, prayer; from 11.15 to 12.5 and from 2.45 to 3, catechism and religious exercise. Observed strictly.

9. (*a*).—Fair.

9. (*b*).—Very fair.

9. (*c*).—One hour special, daily. Home lessons.

9. (*d*).—Fair.

10.—Good.

11. (*a*).—Two hundred and sixty-six pupils.

11. (*b*).—Fair.

11. (*c*).—About 350*l*., convent funds.

12.—£. 40.

13.—There are 2,300 pupils in this the county town; there is no male or female national schools within four miles of the town, except one small mixed school, 2½ miles out; hence, no doubt, many Roman Catholic females only occasionally attend school, and some do not come at all.

14.—This convent school has been in operation since 1824. There never was a national female lay school in or near Maryborough. Of this I hear the fruits are evident. The nuns have not, I presume, anything to say to establishing lay schools; the Roman Catholic clergy and laity will not do so, and, if the Protestants did, the Roman Catholic pupils would not be permitted to attend.

15. A.—The general percentage on the answering, as compared with that in the lay schools, is very low, especially in grammar, geography, arithmetic, and dictation; this is caused partly by the large number of children in the infant school, and partly by the mistake which has been made in over-classifying the pupils, and in neglect of repetitions.

15. B.—Very good: a good, cheerful infant school.

15. C.—Superior. None in lay schools.

15. D.—Superior. The material is purchased in Dublin, and when made up, after deducting first cost, the amount for which article sells is given to the pupil who worked it.

15. E.—Very good; rather superior to lay schools.

15. F.—I presume it is much superior. These ladies are specially intended for the religious education of the poor.

15 G.—Very

15. G.—Very good; equal to any, and superior to some.
15. H.—Superior.
15. I.—Superior.
15. K.—Clothes are given to the poor, and about 35 get bread daily; and their kindly manner to the children is evident.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	- -	2	1	3

17.—1860. Good; Mr. Gilli. 1861. Good; Messrs. Gillic and Porter. 1862. Fair; Mr. Porter. 1863. Fair; Mr. Porter. 1863. Good; Mr. Graham.
18.—It cannot be denied that, if this school had not been in Maryborough, but that many national lay female schools would have been established, and would, in all probability, have been mixed schools. However, this school has done good; for, apart from the pupils which it has educated, the Roman Catholic people naturally say, and will say, that the system which is good and safe enough for the nuns, ought to be equally good and safe for the lay schools. The Protestants, again, cannot complain of exclusive education, for if they want a National School they can easily get one up.

(signed) *C. Graham*,
9 June 1864. First class District Inspector
(Established Church).

Queen's County, Roll No. 7183.

MOUNTMELLICK CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 30 and 31 May 1864.—Manager, Rev. Andrew M'Donald, Mountmellick.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
360	144	73	41	37	15	21	187
Average Age - - -		6·1	9·2	10·8	10·6	14·8	9·3

1. (*a*).—Adequate; seven nuns teach daily all school hours, and five senior paid monitresses.
1. (*b*).—Good.
2.—Good.
3.—Excellent. More singing in marching exercises desirable.
4.—Since 1st January 1860, 188 pupils have attained to third and fourth classes. Of those (14 years of age) who left school, 3 became national teachers; religious teachers in convent, &c., 5; governesses, 8; dressmakers, 24; shops, 3; at home, 49.
5.—Music and drawing are fairly taught, and to a fair number of pupils. No results in school.
6.—Since 1859, upwards of 200 pupils have left school fully competent to earn their bread by their needle; 100 became servants, and 45 emigrated.
7.—Gentle manners, respectful demeanour, truthful conduct, and great propriety observable in them through the town.
8.—Four days, 11.15 to 12.5; on Tuesday, 10 to 12.30; strictly observed.
9. (*a*).—Good.
9. (*b*).—Good.
9. (*c*).—Two hours' daily: special instruction and home lessons well attended to.
9. (*d*).—Satisfactory.
10.—Excellent. The ladies co-operate with inspectors, and cheerfully adopt all suggestions offered.

 11. (*a*).—Room

11. (*a*).—Room for 162 pupils.
11. (*b*).—Good.
11. (*c*).—£. 350 out of convent funds.
12.—About 5 *l.* per annum.
13.—There are 2,500 Roman Catholic inhabitants in this town. About 400 pupils attend the schools. There is no doubt that more poor attend this excellent school than would attend four lay national schools if established in Mountmellick.
14.—This school superseded the lay female national school in 1854; that school had an average of about 70 pupils, and the nuns bear cheerful testimony to the intelligence of the pupils handed over to them from it. The establishment of this nuns' school, of itself, barred all opposition; girls come from other parishes and lodge in the town to attend here. There are not any national female schools within three miles to compete, and Protestants have a Church education school in the town
15. A.—This school is, in many particulars, far superior to the lay schools. The large number of infants tends to lower the relative percentages.
15. B.—Superior.
15. C.—Superior.
15. D.—Superior.
15. E.—Superior.
15. F.—No doubt superior, especially when the intelligence of the pupils is taken into account.
15. G.—Equal to any, superior to some.
15. H.—Superior.
15. I.—Superior.
15. K.—Superior. Clothes and food also supplied.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	3	2
Incidental visits - - -	7	3	3	2

17.—All very good.
18.—The friendly feelings which these good ladies manifest towards the national system and its officers cannot but tell strongly in favour of principles which can be adapted to all shades of religious opinion. These ladies, by the management of this school, show that a nuns' school can be carried on in perfect accordance with the rules of the Commissioners, that a good secular education can be imparted, and yet that the most perfect liberty is accorded to them to carry out their religious observance.
This school was organized in the present year.

(signed) *C. Graham,*
9 June 1864. First Class District Inspector
(Established Church).

Queen's County, Roll No. 6497.

STRADBALLY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—The Presentation Order.

Visited 25 and 30 May, and 2 and 5 June 1864.—Manager, Rev. Dr. Magee, Stradbally.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
368	184	105	29	37	17	8	196
Average Age - - -		5·7	11·1	12·8	11·8	12	

Answers to Queries.

1. (*a*).—Sufficient. There are four nuns always engaged teaching in this school; they are aided by four senior monitresses.
1. (*b*).—Nuns not being liable to examination, I could only judge inferentially of their acquirements.

acquirements. They received a liberal education, being members of respectable and some of them of very high families; this would at once be seen from their manner and address. Their method of teaching is pretty good; organizing skill good. The school was regularly organized, and they thoroughly carry out the scheme laid down by the organizers for their guidance.

2.—Satisfactory.

3.—Very satisfactory. They treat the infant pupils with great tenderness, and soon win them to complete obedience. The pupils are prompt and regular in obeying any signal made to them, to rise from their seats, return to them, or to march, on which occasions they join in singing.

4.—Since January 1860 there were struck off the register 15 pupils of 14 years of age and upwards. Eleven of these, or 73·4 per cent., were reading Third or Fourth Book, and learning to parse and do simple proportion or practice, when they ceased to attend; four, or 26·6 per cent., did not get further than Sequel Reading Book and the simple arithmetical rules, but they only attended at intervals, and some of them for only a few months. They could not be proficient in any school or under any teachers.

5.—The instruction in vocal music is effective; some of the girls sing remarkably well in unison. Drawing is not taught, nor any other extra branch, in the national school.

6.—The results in this branch are highly satisfactory. The nuns are aided by a workmistress, who receives 10*l.* per annum from the Board. The instruction is given in a room set apart for the pupils who attend specially to this branch, and to the ordinary pupils in the ordinary school-room. In 1862 the sales of wrought materials amounted to 61*l.* 12*s.* 8*d.*, and to 307*l.* 11*s.* 4*d.* in 1863. The sales were made chiefly in England. The net profit was distributed amongst the pupils.

7.—Judging by their personal neatness and tidiness, and their modest demeanour in the school and in the street, or on the road going to or from school, I think the results must be most satisfactory. In all these respects the teaching of the nuns is enforced by example. However, it is only those who know them in their homes or live in their neighbourhood that can positively express an opinion on this point.

8.—Religious instruction is given on Saturday and on other days, from 11.15 to 12.5, and from 2.45 to 3 o'clock. This arrangement is set forth on the time-table, and punctually observed. The instruction is given earnestly and effectively. On Saturday very few pupils attend.

9. (*a*).—Two of them answered badly at the last annual examination; one answered very well; the rest were since appointed. They are going on well, and there is every likelihood that they will distinguish themselves.

9. (*b*).—One of them is very efficient, two fairly so, and the rest middling and improving. They are all better in this respect than their acquirements, as tested by examination, would lead me to expect.

9. (*c*).—They receive special instruction every day, from 9 to 10 o'clock, and are taught besides along with their class. The nuns watch their method of teaching, and correct defects.

9. (*d*).—Except in the case of one of the three originally appointed, the results were unfavourable. They were the best qualified that could be found when they were appointed, but they did not realise the hopes that had been entertained of them. They were very poor, and in consequence could not prepare their lessons properly at home. But for their appointment, they could not have continued at school so long; and finally the worst of them, at the close of their fourth year, will be very superior in their acquirements to any pupils of their class and condition in life, whilst the last will be able to earn support as teachers in one capacity or another.

10.—They are faithfully observed.

11. (*a*).—Quite satisfactory. One room is 40 by 20 feet; the infants' room is 25 by 20 feet, and has a good gallery; the work-room is 20 by 15 feet. They afford accommodation for 266 pupils.

11. (*b*).—Out-offices middling; sewerage only middling. They are so situated as not to affect the healthiness of the school-rooms, which are lofty, excellently lighted and ventilated, plastered, and ceiled.

11. (*c*).—Over 250*l.*

12.—The charts, apparatus, and some of the maps were given as a free stock by the Board; the maps, purchased at reduced price, cost about 1*l.* 10*s.* The ordinary supply of slates, paper, pencils, ink, and books costs about 2*l.* per annum; in other words, the nuns give 2*l.* worth of ordinary school requisites to children unable to pay for them.

13.—The nuns give some food and some clothing to a great number of children who attend the infants' school, who otherwise would not or could not attend in consequence of extreme poverty, and would be running through the streets idle, and in danger of contracting vicious habits. Such children would not go to any school at all without such inducements. When parents see that their children are so treated, and are taught besides good habits and to learn to read, they are glad to send their children; and it is well, for the children at least, that such is the case. It frequently happens also that parents send their children, when arrived at from 12 to 16 or 17 years of age, whose education previously was wholly neglected, to this school, "to learn to read their prayer-book." Such children, most probably, would not be sent at all to any other school; but they make an effort to send them to the nuns, very often from a distance of four miles. Without a

tedious inquiry it would be difficult to speak positively and accurately on this subject, and the few cases that may be adduced may not legitimately warrant general conclusions.

14.—Luggacurren female national school, six Irish miles distant, is the nearest female national school to this. That school could not be much, if at all, affected by the operation of this. Possibly a few grown-up girls from the localities midway between the two schools, or who may be nearest Luggacurren, may be attracted to this by the superior reputation of nunnery schools. There is no record of any female schools having been established within the circuit I have mentioned, except the "Incorporated Society's Female School" in Stradbally (which was conducted on sectarian principles, and consequently fell after a short struggle), and a female school at Timahoe. The absence of female national schools, or of any female schools except the one mentioned, cannot therefore be attributed to the influence of this school. Before its establishment there was a female school in Stradbally, which I believe was a national school; but it was given up, as a preliminary to the establishment of this school, by its patrons and manager, who preferred a nunnery school. There is a mixed school at Loughtagne, three statute miles from Stradbally. Girls from its immediate vicinity, when they attain a moderate proficiency, go to the Stradbally convent school. As the schools are so near, I visited Loughtagne national school, to get information on this point; and the teacher, Mr. Condron, a respectable man, told me that neither the nuns nor anyone else had made any efforts or used any influence to induce those girls to leave his school and go to the nunnery. They did so, in fact, from their own choice, or rather their parents thought the nunnery school better for them when they had arrived at an age to enable them to appreciate and profit by the instruction of nuns, not only in secular but religious subjects. I believed firmly that this was the fact; but I made the inquiry in this one case as a test, and that I might be in a condition to speak positively and on evidence.

There was a female national school in Timahoe, which is four Irish miles from Stradbally, for some years previous, and up to 1857. Mr. Condron, before mentioned, was in 1857 appointed the teacher of Timahoe male school. He found difficulty in getting lodgings, and therefore was about to resign; but the manager, the late Rev. G. F. Hume, who was till his death manager also of Stradbally female (nunnery) school, broke up the female school, which was not well attended, committed the female and male pupils to his tuition, and gave him the school-room (till then used by the females) as a residence. I got this information from Condron himself, who expressed his persuasion that the change was made in the interests of Timahoe school, and without any reference to the interests of Stradbally convent school.

Some female pupils, the more advanced in age, go to the convent school from the neighbourhood of Timahoe national school, now a mixed school; also from the neighbourhood of the Vicarstown (mixed) national school, four miles distant; of Heath national school (mixed), five miles; of Ballyadams national school (mixed), five miles; of Rock national school (mixed), 3½ miles; and probably of Luggacurren female national school, six Irish miles distant. Few girls go from any of these localities. They go voluntarily, and without direct or indirect solicitation or influence of any kind, and because they and their parents are persuaded it is for their advantage to go. The schools enumerated, except Heath and Rock schools, are in my district; and I never heard a complaint from the teachers either of influence being used to bring the girls to Stradbally convent, or of the fact of their going—so natural is it thought that girls of a certain age would prefer that school.

There can be no doubt, then, that this convent school has obtained its position solely by legitimate means—by the attraction that a convent school naturally and necessarily exercises upon parents, and over girls old enough to understand what is advantageous and useful to them.

15. A.—It is superior to all in the general course; but there are six female schools in the district (which, however, are long established) in which the pupils are more proficient in arithmetic and grammar than are the pupils of this school.

15. B.—Much superior; and necessarily so, because on the principle of the division of labour, without even supposing the existence of superior ability, infants must be better minded, cared, and trained to order, discipline, and obedience, in a school where there is an apartment specially set apart for them, and where they are taught by a teacher or teachers specially devoted to their instruction and management.

15. C.—Superior in music to all other schools in which music is at all taught, and they are very few. In such schools the teaching of music is an accident; in a convent school it is a fixity, an invariable principle. No other extra branch taught in this school.

15. D.—In this branch the school is pre-eminent; no lay female school in the district can bear any comparison to it.

15. E.—Superior, from the fact that this point is a speciality with nuns, the chief object to which their life is devoted.

15. F.—Superior, for the reason just stated. I give both answers without any disparagement to, or depreciation of, the ordinary lay national schools of the district on either point.

15. G.—All alike on this head.

15. H.—Superior to most, and only equal to some.

15. I.—Superior to most, equal to some.

15. K.—Superior to all. This school is a kind of home to poor children; only for it many poor children who attend it, especially those in the town of Stradbally, would not be at school at all.

16.—Inspections

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	2	4
Incidental visits - - -	2	1	4	5

17.—All favourable. Some suggesting improvements in writing and arithmetic.

18.—This convent school was established first in 1852. The nuns who then conducted it removed to Maryboro' Convent, except one. The present superioress and the other nuns, with the exception referred to, took charge of it in 1852. The school under the former community was not held where it is now, and I believe the school accommodation was inadequate. The present nuns suffered disadvantages from the same cause, in the present establishment, up to 1862, when they succeeded by great efforts, aided by people in the town and neighbourhood, of all religious denominations, in getting their school-rooms finished, fitted up and furnished respectably, adequately, and comfortably, as they are at present. The convent may be, therefore, said to be in its infancy; and from the difficulties it had to encounter, it has not yet attained that position as an educational establishment which the community, now with fair means to be successful, aims at. Before their establishment here, female education was not made an object of great solicitude; and the effects of this have not yet been remedied, many people not taking care to make their children, even those grown up, attend regularly or for a sufficient period. These obstacles and impediments are being combatted, and are undergoing diminution; but it is difficult to remedy the faults and defects committed by generations. This convent school is working effectually in this struggle, and its labours will, before long, be successful. Five of the children taught in it are now employed as governesses in different parts of the country; they could not get appointments in national schools, for want of vacancies. It is creating a taste, a love, for education—literary, industrious, and religious. Vocal music is becoming a fashion, a habit; personal tidiness a rule and a principle. Thus every element that goes to form a sound education is at work in this school. Morality and religion are taught without sectarianism; brotherly love and obedience to authority are inculcated. To do so much is itself a success—it is national education; and, as a consequence, this school is exercising great influence, which will be greater from year to year, on education as conducted on the system of the National Board. The nuns have a pension school, which is attended by girls whose parents are able and willing to give them a superior education. Many children are drafted into this from the national school-rooms. Besides the ordinary English course, they are taught French, and vocal and instrumental music. Thus a want is supplied in the education of females which many regret cannot be supplied in or in connexion with ordinary male national schools in such a town as Stradbally—the link between elementary and collegiate education.

(signed) *Michael Coyle*, District Inspector.
(Roman Catholic.)

7 June 1864.

County Roscommon, Roll No. 7238.

ROSCOMMON CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 27 May, and 6 & 7 June, 1864.—Manageress, Mrs. Harnett, Roscommon.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
645	243	151	62	55	14	16	298
Average Age - - -		6·3	9·5	11	13·1	15·2	—

Answers to Queries.

1. (*a*).—There is a teacher, that is a member of the sisterhood, for every 24 pupils. There are also six paid monitresses.

1. (*b*).—First, acquirements; teachers are nuns. Second, method skilful and effective. Third, organization is skilful.

2.—The instruction is imparted with success and effectiveness.

3.—The infant school is both cared for and taught here, as they are in the Commissioners' model schools.

4.—One hundred and fifty-four pupils have been enrolled in the third and fourth classes since January 1860, and, of this number, 101 were struck off at the age of 14 years and upwards.

5.—All the pupils join in singing hymns or simple songs, but they receive no instruction in the theory. Drawing is not taught.

6.—The pupils are taught to knit, sew, and cut out, with success.

7.—In manner the pupils are mild and modest, and are also very obedient to superiors.

8.—From 10 to 10.30, from 12 to 12.5, and from 2.30 to 3 o'clock daily.

9. (*a*).—The monitresses have been successfully taught in the prescribed course.

9. (*b*).—They teach with a fair degree of efficiency.

9. (*c*).—They are instructed in the art of teaching by the sisterhood.

9. (*d*).—Such as have been examined answered fairly, and in some instances creditably.

10.—They are well observed.

11. (*a*).—There is a superficial area of 12 square feet for every pupil in the senior department, and an area of 7 square feet for every pupil in the infant school.

11. (*b*).—The school-house stands in the middle of a green park; it would be difficult to imagine any more cheerful and healthful as regards site, light, and ventilation.

11. (*c*).—About 1,500 *l.*, to build and furnish.

12.—There is an ample and large supply; they cost about 25 *l.*

13.—When the school was first opened in 1853, it commanded only an average of 60 pupils; at present the average attendance is 243. The school, when first opened, stood in an obscure part of the town. At present, it stands in a green meadow-park of 16 acres in area. The house, at present, is a model school-house.

14.—The national school in this town, Roscommon, was committed to the care of the nuns in 1853. The neighbouring schools are too remote to be affected in any material degree by this school.

15. A.—This convent school is superior to the ordinary national schools.

15. B.—This surpasses the ordinary national schools in this particular duty.

15. C.—Drawing is not taught in any of the schools in this district. Music is taught in one only. In this convent school, vocal music is only practised.

15. D.—The pupils are instructed with more skill in this school.

15. E.—They are trained with more success in this convent school.

15. F.—They are instructed with a desire to make them religious, in this; in the ordinary schools they are made acquainted with the great, or chief principles of religion.

15. G.—They are fairly observed.

15. H.—The accommodation is far superior, in the case of this school. I never stood in a finer school-room than that on the second story of this house. The rooms are also well furnished.

15. I.—This school is more abundantly supplied.

15. K.—This school possesses an influence which the ordinary schools cannot command; the high average affords evidence of this fact. The needy, penniless, and ragged children, are most welcome here, and such would not presume to demand admittance to the ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	2
Incidental visits - - -	- -	1	2	1

17.—The reports have been favourable on the whole.

18.—There are, at present, six teachers of national schools in this district, who have received their education in this; three more hold similar posts in other districts: thus it is a centre which supplies education to remote rural districts. I am of opinion that this school has done much to make the people value and respect the national system of education.

Many children have been brought to school by the sisterhood who would never presume to claim admittance, either at this, or any ordinary national school. One of the many duties of the nuns is to visit the sick poor at their cabins, and in the discharge of this duty, they make the acquaintance of the children, and not only invite them to their schools, but insist upon their attending them, and those whose parents cannot afford them clothing, or even food, are provided with both at the convent. Here is an agency at work for the education of the poor of Ireland, the great design of the national system, which surpasses all others. All the children enrolled are Roman Catholics; but all denominations are admissible; few, or rather none, attend, as the school is Roman Catholic in character.

(signed) *J. MacSweeny*, District Inspector.
(Roman Catholic.)

8 June, 1864.

County Roscommon, Roll No. 7722.

St. Peter's Convent National School.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30, 31 May, and 1 June, 1864.—Manageress, Mrs. Meagher, Athlone.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Third Class.	Sequels.	Fourth and Higher Classes.	Total.
696	199	129	53	30	6	12	230
Average Age - - -		5·8	8·	9.9	13·	13·	—

Answers to Queries.

1. (*a*).—There is a nun or teacher for every 33 pupils in the yearly average, with a paid monitress also.

1. (*b*).—Acquirements not known; method of teaching tolerable; organising skill satisfactory.

2.—The Instruction is but moderately effective.

3.—The infant pupils are managed and educated with great care.

4.—About 257 pupils have been enrolled on the 3d and 4th classes, since the opening in 1857, and about 141 of this number at the age of 14 years, or thereabouts, have been dismissed or struck off the Rolls.

5.—Drawing is not taught; music is only practised, the theory is not taught.

6.—The pupils have acquired some skill in this department; they are taught effectively.

7.—The pupils are remarkable for modesty of demeanour and for obedience.

8.—From 10 to 10.15, and from 12 to 1.15 o'clock is devoted daily.

9. (*a*). The monitors are intelligent and have been instructed with success.

9. (*b*).—Tolerable only; they have not been trained in the art of teaching.

9. (*c*).—They receive extra instruction in the prescribed course.

9. (*d*).—Two only have been examined; they answered creditably.

10. They are observed with care.

11. (*a*).—In the infant department there is only an area of 4·8 feet for every pupil present to-day. In the higher school there is an area of 13·7 feet for each pupil.

11. (*b*).—The house stands in a retired part of the town, and is well lighted and ventilated.

11. (*c*).—About 300 *l.* in repairs; the house is rented annually.

12.—There are 17 large maps, with a harmonium; cost is about 12 *l.* 10 *s.*

13.—I am of opinion that half the pupils in attendance would never have come to school, if they were not stimulated by the efforts of the Community; the more destitute and helpless a child is, the more welcome there is for her in this school. To aid the helpless poor is the great or highest aim of the Sisterhood.

14.—There are two lay female schools in the town of Athlone; the average attendance in one has fallen from 64 in 1857 to 33 in 1863. The average attendance has increased from 51 in 1857 to 90 in 1863 in the other; thus proving that when a school is effectively conducted, a Convent School will not suppress it. The Convent School was opened in Athlone in 1857.

15. A.—In point of efficiency, it is below the average class of schools.

15. B.—It is superior to all under this head.

15. C.—Music is only practised; drawing is not taught; sewing and knitting, &c., are taught with success.

15. D.—The proficiency and skill are higher in the case of this school.

15. E.—The system of moral training is superior to the ordinary schools.

15. F.—The pupils are instructed with a desire to make them religious; in the ordinary schools they are taught the Catechism by rote.

15. G.—Fairly observed

15. H.—There is an area of nine square feet on an average for all in attendance.

15. I.—The school is better supplied than the ordinary national schools.

15. K.—The nuns surpass all others in this particular; the very poor children are

sought and brought to school, are fed and clothed. The lay teachers have no welcome for penniless ragged children.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	3	1
Incidental visits - - -	- - -	- -	2	1

17.—The Reports in every instance have called attention to the moderate standard of proficiency, and to the low standard in the case of arithmetic and grammar.

18.—The effect of this school is to bring out from the haunts of poverty and wretchedness pupils who would never presume to ask admittance to the ordinary national schools. Such pupils are not only clothed but they are fed daily when the resources of home cannot afford them food. The working of this and such other schools has, in my opinion, done more to convince the people that the national system of education is designed to bring the means of education within the reach of the very poorer class, than that of any other class of schools. It is equally believed that these schools are exclusively Roman Catholic, and if they were not such the very destitute would not attend them.

(signed) *John M'Sweeney*, District Inspector.
(Roman Catholic.)

4 June, 1864.

County Sligo, Roll No. 5851.

SLIGO CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 25 and 30 May 1864.—Mrs. Jones, Sligo.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Class.	TOTAL.
846	283	109	44	67	46	33	299
Average Age - - -		6·1	8·7	10·8	12·5	14·2	9·5

Answers to Queries.

1. (*a*).—There are eight nuns permanently employed in the school-rooms; in addition to this, special branches, as penmanship, music, drawing, and needlework, are taught by other Sisters of the order. There are also eight paid monitors (and from 20 to 25 unpaid monitors*). This allows one person to be placed in charge of each draft, and the children are kept constantly occupied during the time they are in school.

1. (*b*).—The acquirements of the nuns, I believe, are good, and the school is well organised. Those classes taught by the nuns themselves and some of the senior monitors, are well instructed, but a large number of the pupils must necessarily be placed under unpaid monitors, whose teaching is, of course, not so effective.

2.—The infant department is well taught, and the advanced pupils, including the 4th and higher draft of third class, have received a good education in all the branches usually taught in national schools. Intermediate between these is a section of the school including the sequel and a portion of second and third classes whose proficiency is not so satisfactory. In the case of many of these girls, whose early education appears to have been neglected, their reading is imperfect, while their attainments in grammar, geography, and arithmetic are moderate. Penmanship is successfully taught to all classes.

3.—The management, care, and instruction of the infant pupils are highly satisfactory, and reflect great credit on the conductors of the school. The children are happy and cheerful, and when under examination evince the utmost desire to acquit themselves creditably.

4.—Of 150 pupils who have finally left school, the names being taken consecutively in the register, 21 had been enrolled in fourth or fifth class, 34 in third, and 95 in sequel and

and lower classes. It appears, therefore, that 37 per cent. had reached the third or higher classes, while 63 per cent. had not advanced beyond the sequel.

5.—Vocal music is taught with considerable success; it seems to be a favourite lesson with the girls, many of whom sing very well. The proficiency attained in drawing by some of the senior pupils is also creditable. Lately a class has been formed consisting of 12 of the senior girls, who are taught to play the harmonium.

6.—This department is also successfully conducted. An adequate supply of the requisite materials is kept constantly on hand, and all the girls old enough to receive such instruction are taught plain sewing and knitting, these being the branches to which attention is chiefly directed.

7.—These are extremely satisfactory. The order, discipline, and general arrangements of the school are good, and the demeanour of the pupils quiet, gentle and respectful.

8.—The school opens and closes with prayer, five minutes being set apart for that purpose; in addition to this, religious instruction is given from 11.30 to 12.5 o'clock daily. I have never observed any religious exercise at another time, nor do I suppose that the rule of the Board on this subject is violated. The monitresses, paid and unpaid, receive religious instruction in the morning before the ordinary school business commences.

9. (*a*).—The penmanship of the monitors is good, while writing from dictation and composition receive careful attention, and most of them read very fairly. In other branches, as grammar, geography, and arithmetic, their acquirements are about equal to those of the monitors in other national schools.

9. (*b*).—They are fairly qualified for the discharge of their duties. Three or four female teachers in the district, trained as monitors in the convent school, are now useful public instructors; most of these, if not all, were classed 3[1] at first examination.

9. (*c*).—The monitors, paid and unpaid, are taught in the morning from 9 o'clock to 20 minutes past 11, being the hour at which the industrial instruction terminates; they also take their places along with the others during the writing, music, and drawing lessons.

9. (*d*).—On comparing the general results of their examination, for the past two years, with those of the other monitors in the district, I observe no marked difference except in penmanship, which is superior; hence their written exercises contrast favourably with the others.

10.—I have not at any time observed a violation of the Board's rules, which I have reason to think are complied with.

11. (*a*).—There are three school-rooms, which together furnish accommodation for 445 pupils, allowing six square feet to each. As the average daily attendance for 1863, which fluctuates less than in rural schools, was only 283, it will be seen that the accommodation is ample.

11. (*b*).—The school-rooms are excellent; they are lofty, well ventilated and lighted, and well adapted for school purposes.

11. (*c*).—As the school-rooms form a part of the buildings of the convent, the expense of their erection cannot now be ascertained, no separate record of this having been kept; they must have cost at least 600 *l.*

12.—The school is supplied with all the maps and apparatus that are really essential to its being efficiently conducted, while sale-stock requisites are kept constantly on hand. Exclusive of free-stock, books for sale to pupils, and materials for needlework, the expense incurred during the past three years, the time at which articles were first ordered from the Apparatus Department, amounts to about 15 *l.*; prior to that most of the large maps were furnished gratis in triennial grants.

13.—I cannot give a decided opinion on this point, though it is scarcely possible that the intercourse maintained between the Sisters of Mercy who conduct the school and the poorer class of residents in the town will not be the means of inducing some to send their children to school who would otherwise neglect it. The number would probably be greater but for the want of suitable clothing.

14.—Except the female department of the district model school lately opened, and which is attended exclusively by Protestant pupils, there is no female national school in Sligo, nor any mixed school nearer than two miles. There is, therefore, no other school to which the female children of the lower and middle classes of Roman Catholics residing in Sligo could be sent.

15. A.—While the younger children are carefully taught, and the advanced class has attained a higher degree of proficiency than in any other female school in the district except in one or two, the acquirements of the girls in the remaining classes I would not consider superior to those of ordinary schools, with the exception of penmanship; this, as already stated, is taught successfully.

15. B.—The infant pupils are better cared for than in any of the other schools of the district.

15. C.—It is the only school in which instruction in drawing is imparted; none of the others can be compared with it as to the efficiency and success with which vocal music is taught.

15. D.—In the convent school this important branch of female education receives a degree of attention commensurate with its value; in too many of the ordinary female schools industrial instruction is little more than nominal. Where a workmistress is paid specially for teaching needlework, and where, as sometimes happens, she is employed as dressmaker by the persons residing in the locality, she is enabled to keep up the

required supply of materials; but in most other schools, on visiting at the hour set apart for sewing, very few of the girls are provided with work.

15. E.—I consider there are no schools in the district where the moral training is so effective or so good.

15. F.—I cannot be expected to have any means of testing the religious instruction given either in this or the ordinary schools of the district, but from the amount of time set apart for it, the regularity with which it is imparted, and the zeal and faithfulness of the teachers, I think there can be little doubt of its superiority to the others.

15. G.—So far as I have had an opportunity of judging, the Board's rules appear to be as faithfully observed as they are in the great bulk of the national schools in Ireland.

15. H.—In extent of accommodation the convent school is scarcely surpassed by any other in the district, while in point of healthiness and convenience there is none so good except the district model school.

15. I.—In only a few of the best schools in the district, perhaps in not more than two female schools, is the supply of educational apparatus so good as in this.

15. K.—The school-rooms are better warmed and lighted, and, in winter especially, they are more comfortable and cheerful than those in rural districts; while the Sisters of Mercy are brought more in contact with the poorer classes than ordinary teachers. This must exercise an influence in causing children to attend the school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	3	3
Incidental visits - - -	1	- -	- -	- -

One of the regular inspections in 1863 was only nominal, the school being closed for vacation. An incidental visit for the examination of the music and drawing classes was made in January 1863, though not noted in the books of the school, nor reported on.

17.—The general character of these is favourable. On looking over the Observation Book for the past eight years, I have not found what can be called an unfavourable report.

18.—There was formerly a female national school in Sligo, under the patronage of the Roman Catholic bishop and clergy; but in 1851, two years after the establishment of the convent school, the former, though vested in trustees, was closed and the attendance transferred to the latter, which, since that time, has been the only female school in Sligo attended by the greater portion of the middle and the whole of the lower class of Roman Catholics. It has therefore been, as far as I am aware, during the last 13 years, the only place of education for the female children of a population amounting to about 8,000 or 9,000. This population reckons among its numbers an unusually large proportion of persons extremely poor, and whose children are not unfrequently prevented from attending school owing to the want of suitable clothing. When the difficulties and hindrances thus thrown in the way of education are taken into account, the results accomplished appear, on the whole, to be satisfactory.

The moral and religious training is excellent; special attention is paid to instruction in needlework; penmanship, vocal music, and elementary drawing are successfully taught; and the infant children are carefully attended. The advanced class has attained a fair degree of proficiency in grammar, geography, and arithmetic, but, as previously stated, the pupils attending the second or intermediate school are not so well qualified in these branches.

This school has also been, to some extent, the means of providing teachers for other national schools. There are at present in this district 11 principal and 4 assistant teachers who have received their education, either in whole or in part, at the convent school, though some of these attended only for a limited time.

(signed) *William Kennedy*,
Second-class District Inspector.
(Presbyterian.)

30 May, 1864.

County Tipperary, Roll No. 2133.

Air-hill Convent National School.

Name of Order, Institute, or Community:—Order of the Sacred Heart.

Visited 30 and 31 May and 1 June, 1864.—Manager, Rev. John Wall, Roscrea.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
540	339	176	118	58	23	15	390
Average Age - - -		4·2	8·2	10 3	13	13·8	7·2

The ages are very inaccurately entered on the Rolls; the averages, therefore, in 1st and 2d classes are doubtful, especially in 1st class.

Answers to Queries.

1. (*a*).—There are six nuns engaged in this school, being one nun for every 65 pupils present. There are eight paid monitresses, viz., five senior and three junior, and there is a workmistress for the industrial department. The fourth class assist largely in the teaching.

1. (*b*).—I cannot speak of the acquirements of the nuns; their method of teaching is fairly efficient. The lady (Madame Ryan), who has the principal charge of the school, is admirably fitted for the post, being full of energy and determination.

2.—The instruction is moderately efficient as judged by results, but the number of he pupils who come up to the standard of the school programme, is below what it should be. It must not be forgotten, however, that the school was closed from the middle of December to the end of March 1864, in consequence of epidemic disease in the town.

3.—The very large number of young children who attend this school renders their care and management a task of peculiar difficulty. They are well attended to in the infant schools, and instructed in reading as far as their years will admit. All the infants are in first class.

4.—Since the 1st January 1862, 54 pupils aged 14 years and upwards have been struck off the register; of these 29 had reached the third or fourth classes. This gives a percentage of 53·7 to the total number struck off. However, the ages are so incorrectly entered in many instances, that this result must be received with caution.

5.—Vocal music taught, by ear only, for 30 minutes daily. Drawing not taught.

6.—Most satisfactory. Industrial training has always been a leading feature in this school. There is a special industrial class constantly employed, and the children attending the school are carefully taught both plain and fancy work. There is always an abundant supply of materials, as there is a large boarding-school attached to the convent, and also a clothing-fund among the pupils. The uniform dress for the boarders, and the clothes for the members of the clothing-fund, are all made up in the school.

7.—The pupils, the majority of whom are of the very poorest class, are well behaved and, I believe, well conducted.

8.—Religious instruction, including religious exercises, is appointed to take place three times a day,—viz., from 9.55 to 10 a.m., from 11.58 a.m., to 12 a.m., and from 2.30 to 3 p.m. I believe these arrangements are observed.

9. (*a*).—They are all fairly qualified according to the official standard.

9. (*b*).—Madame Ryan, the lady in charge of the school, speaks in high terms of their efficiency and diligence. Each monitor has her own draft, and they are changed only at the end of each quarter.

9. (*c*).—From 9 to 10 each morning the monitors and fourth class are taught by Mary Lynch, the most senior of the monitors; and from 3 to 4 they receive instruction from one of the nuns. They get no instruction during school-hours, except the juniors for about one hour. They do written exercises at home.

9. (*d*).—Generally fair. Of four examined at examinations in July 1863, two got gratuities. Three of the monitors have not yet been subjected to annual examination.

10.—I believe the Board's rules are faithfully observed. I have always found the conductors of this school ready to conform to them in every respect.

11. (*a*).—There are four principal school-rooms, including the infant school-room and one class-room, affording accommodation in all (at six square feet per child) for 570 pupils.

11. (*b*).—The school-rooms are well lighted and ventilated, and new offices have been recently erected. The playground, if it can be so called, is very small and inconvenient.

 11. (*c*).—Within

11. (*c*).—Within the last two years two new school-rooms have been built, the old ones slightly altered, and new offices erected at a cost of about 1500 *l.* The furniture is yet incomplete.

12.—The supply of maps, &c. is insufficient, there being only two maps of the World, two of Europe, two of Ireland, and one each of Scotland, England, and Palestine; two sets of reading tablets, and one set of arithmetic tablets.

13.—The large attendance at this school, now averaging about 400 daily, is sufficient evidence that it is successful in bringing as many as possible under instruction. It is also particularly remarkable for the regularity with which the children attend. The centesimal proportion of the average attendance to the average on rolls is as high as 88 per cent. The causes of this remarkable regularity will be noticed further on.

14.—There are no lay female schools for the children of the poor in or about Roscrea, so far as I am aware. I understand a new school (female) has been opened at Corville, about a mile from this school, but it is intended for pupils living beyond it.

15. A.—In reading, grammar, geography, and arithmetic the proficiency in this school is below that in the ordinary female schools in the district; in writing and writing from dictation the results are about equal.

15. B.—This school having an infant department, infant pupils are better attended to in it than in the ordinary girls' schools.

15. C.—Vocal music is taught only by ear in this school. Drawing is not taught.

15. D.—Under this head the instruction in this school is much superior to that in the ordinary schools.

15. E.—So far as can be judged from the behaviour and manners of the children, I consider the moral training in this school about on a par with that in the ordinary schools.

15. F.—The time devoted to religious instruction is very little in excess of that given in ordinary schools. There is, however, a Sunday-school, which is very largely attended.

15. G.—There is no difference between this and ordinary schools in the observance of the Board's rules.

15. H.—The school-room accommodation is superior to that in the ordinary schools; the school-rooms here are large, lofty, and well ventilated. The school-room furniture is inferior to that in the ordinary schools. The playground is also inferior.

15. I.—In this respect this school is much below the average of the ordinary schools. Some excuse, however, for this defect is to be found in the heavy expense recently incurred for additional school buildings.

15. K.—There can be no doubt that the attractive influence of this school is greater than that of the ordinary schools. Though none are excluded, except for absence without leave, admission to this school is regarded as a privilege not to be lightly forfeited.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	1	2	2	3
Incidental visits - - -	3	1	2	1

17.—Favourable on the whole. Fault sometimes found with reading in junior classes, and with geography and arithmetic. Allowance made for interruption of business by progress of new buildings, and by epidemics.

18. I.—I have no means of comparing the state of education in the town of Roscrea before and after the opening of this school; but I can have no doubt that it commands a far larger attendance than any school which preceded it. Except in the additional numbers thus brought under instruction, this school has had no effect either in extending the amount or improving the quality of education in the district.

18. II.—Two points in the school-keeping deserve attention. First, no child can be absent even one day without leave; if absent, the child is *ipso facto* expelled, and not readmitted until her mother has gone in person to the convent to apologise to the superioress for the breach of rule. If similarly absent a second or third time the child will not be readmitted. Secondly, each child attending the school who contributes one halfpenny per week to the clothing fund is entitled to a suit of clothes at the end of the year. This fund is managed by Madame Ryan, the lady in charge of the school, who buys materials, either wholesale or in remnants, at a cheap rate, and the clothes are made up in the school; 312 suits were thus distributed last year. To these two causes I attribute the remarkable regularity of attendance before noticed.

18. III.—There are but two female teachers in the district who received their education here; one, a clever young woman, has up to the present been an assistant teacher; she is classed 2^2. The other is below the average as a principal teacher; she is classed 3^1.

18. IV.—I do not consider that, beyond the sphere of its own immediate action, this school has tended to promote national education in any sense of the term; neither has it aided, beyond the extent specified in paragraph III., in producing qualified teachers.

NOTE.—The answer to this last query is divided according to the heads given in the Circular of the 1st June 1864.

(signed) *M. Fitzgerald*, A.B., T.C.D.,
Second-class District Inspector,
(Established Church.)

6 June, 1864.

County Tipperary, Roll No. 581.

CASHEL CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Presentation Nuns.

Visited 27 May, 1864.—Manager, Very Rev. Archdeacon Laffan, Cashel.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
644	366	140	59	54	53	58	364
Average Age - - -		5·3	6·8	9·7	11·8	14·3	8·6

Answers to Queries.

1. (*a*).—Teaching power adequate; the staff consists of the superioress and 17 sisters, nearly all teaching the entire time, and an assistant paid by the community. In addition there are five monitresses and a work-mistress.

1. (*b*).—Generally very fair. Some few of the elder sisters seem to have received but a moderate education, but have acquired much tact and experience; while the majority are intelligent and well qualified; and all duties are assigned by the superioress, who possesses much organising ability, and exercises a close supervision throughout.

2.—Generally pretty fair.

3.—Anxiously and very fairly attended to, on the whole. This class of pupils receives a large share of direct attention from the superioress herself, who has introduced several improvements into their mode of instruction, &c. of late.

4.—Of these pupils, from 1858 to 1863 inclusive, 44 per cent. have reached third or higher classes; of the remainder, I should add, a very large proportion attained sequel class, and these mostly emigrated with their relatives, or were bound to trades, &c.

5.—No drawing taught; vocal music only introduced since 1860; results still but moderate, ordinary school routine claiming so much time and labour; in after hours some 25 get lessons in French, harmonium, and pianoforte.

6.—Prior to the appointment of a special work-mistress in January 1863, the industrial instruction was limited and uncertain; since then a great deal of valuable instruction and practice has been afforded.

7.—Results here are generally very creditable. The too frequently noticeable absence of healthy self-reliance is the only real defect.

8.—Arrangements for religious instruction differ very slightly from the usual routine of ordinary schools, and are both suitable and duly observed.

9. (*a*).—I cannot report very favourably as to the "acquirements of monitors;" but there is a considerable improvement of late.

9. (*b*).—There is a marked amendment in their efficiency also since the staff generally, and one in particular, were officially reprimanded on my report, for inertness as junior instructors, and insufficient attention to their special studies, and preparation for teaching, the charge of which is intrusted to four of the ladies of the community, in extra hours, daily and on Saturday.

9. (*d*).—Results generally but moderate. Though none have been bad enough to incur dismissal, several failed from time to time to secure the "gratuity" for good answering.

10.—Good.

11. (*a*).—Accommodation very ample, adequate for 580; and even some small addition, in connection with other improvements, is in early contemplation.

11. (*b*).—Generally very good. The two principal rooms (holding 500) are admirable in all respects, and the alterations and enlargements, just referred to, will render the class-rooms very good also.

11. (*c*).—In all over 1,400 *l.*

12.—A small organising grant of apparatus was given in 1859. More have been purchased from year to year; books and other requisites abundantly kept up.

13.—Effect, in this respect, very great. At least one-third of the entire number attending school (now 711 on rolls) could hardly attend any other possible school. I am credibly informed that even this proportion is a great under-statement.

14.—There is no female National School in the town, or the surrounding country within a radius of three miles; nor do I find that there ever had been. Some old struggling adventure schools have, it is true, been gradually absorbed.

15.—I deem it right to premise here that the ordinary girls' schools of this district are admittedly among the best in Ireland, and also that the poor old city of Cashel (where this school operates) furnishes in many respects very peculiar, indifferent, and intractable educational materials.

15. A.—In reading and intelligent explanation, in penmanship and writing from dictation about on a par; somewhat inferior in grammar and geography, and decidedly so in arithmetic.

15. B.—Fully equal.

15. C.—About equal.

15. D.—About equal; rather better than the majority, where there is no special work-mistress.

15. E.—About equal.

15. F.—Seem about equal.

15. G.—About equal.

15. H.—Very superior to the great majority; inferior to none.

15. I.—About equal.

15. K.—Very superior to all.

	1860.	1861.	1862.	1863.
16.—Inspections	2	3	3	2
Incidental visits	- -	- -	2	3

I may add that, in addition to the visits made by me in 1862 and 1863, I made a three-day detailed examination in January and February last.

17.—Never unfavourable; increasingly favourable in all cases.

18.—The effect of this school on education is in a most remarkable degree purely local. It supplies the sole means of educating the female poor of the old city of Cashel and its immediate neighbourhood, save the Protestant female school. The wants of this section of the population it has now overtaken in a surprising manner, indeed almost completely. This school has also less connection in any way with the working of the National system in the district at large than I have ever known in any similar instance. This is owing to two causes, namely, its situation on the very circumference of the district, and, secondly, the very high and self-sufficing character of the ordinary girls' schools of the district, to which allusion has been already made. I annex, in conclusion, as perhaps not irrelevant, a tabular view of the great expansion of this school of late years:—

Average attendance in 1860	226
ditto 1861	251
ditto 1862	300
ditto 1863	366
For elapsed part of current year	435

Day of special visit for this report was unfavourable for full attendance, as falling between a holiday and a Saturday, and on a quasi-review day of the local militia.

(signed) *R. Potterton*, A.B., District Inspector
1 June, 1864. (United Church of England and Ireland).

County Tipperary, Roll No. 8903.

FETHARD CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order of Nuns.

Visited 25 May, 1864.—Manager, Very Rev W. Cantwell, Fethard.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
359	271	90	49	46	35	35	255
Average Age - - -		7	10·2	11·5	12·8	14·5	10·2

Answers to Queries.

1. (*a*).—Good. There are five young, active nuns; and four duly qualified paid monitresses.

1. (*b*).—Good in each respect.

2.—Satisfactory.

3.—Good in each particular.

4.—Only 15 pupils have finally given up attendance at this school; of these seven have arrived at a satisfactory degree of education. The others were merely first-class pupils, whose parents left the town, causing their withdrawal.

5.—Good, save that there is no instruction given in drawing.

6.—Good.

7.—Excellent. The pupils are most tractable in manners, and highly trained to habits of order, discipline, and cleanliness.

8.—The arrangements for religious instruction are ample and satisfactory; and the specified times for imparting same faithfully observed.

9. (*a*).—Good.

9. (*b*).—Good, as shown by the result of their instruction.

9. (*c*).—A portion of each day is set apart for their study and instruction; and they receive extra special instruction for one hour each day outside of school hours. They have not, as yet, been called to annual examination, being too recently appointed.

10.—The Board's rules are duly observed in every particular.

11. (*a*).—Good. The accommodation is equal to 302 pupils, allowing six square feet for each.

11. (*b*).—Good in each particular.

11. (*c*).—£. 700.

12.—Good; 25 *l.* 3 *s.* 8 *d.*

13.—The moral influence of the nuns, and the solicitous care exhibited by them for the education and welfare of poor children, have imparted to this school an attractive influence in bringing under instruction and moral training children of the more destitute classes, who would otherwise certainly attend no school; they even clothe those whose nakedness would prevent them from attending school.

14.—There is only one lay female school (the same a National school) four miles distant, in the circle of this school. The only effect produced upon this lay school by the existence of this convent school, is the withdrawal of 10 pupils, attracted solely by the superior instruction, discipline, and moral training of the nuns.

15. A.—Superior to far the greater number of ordinary girls' schools in this district, and not inferior to any.

15. B.—Superior to far the greater number, and not inferior to any.

15. C.—Superior to far the greater number, and not inferior to any.

15. D.—Superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Fully equal to any, superior to some.

15. H.—Fully equal.

15. I.—Superior to the greater number; fully equal to any.

15. K.—Superior to any of the ordinary girls' schools in this district.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	–	–	1	3
Incidental visits - - -	–	–	–	2

This school is in operation only since 1st May, 1862, and was taken into connexion by Board's Order, 20th June, 1862.

17.—Good. Creditable to the order, discipline, proficiency, and progress of the school.

18.—The establishment of this school has given a great stimulus to education in this district, bringing under instruction and moral training many girls who otherwise would never have been instructed at all; and imparting to others a superior course of education, both in a literary and disciplinary point of view.

Previous to its existence, there was no female school in this town, and only one within a circle of four miles radius; some of the girls of the town and neighbourhood were attending male schools and mixed National schools conducted by masters, and others were going to low "Hedge" schools.

At present children flock from all approachable parts of the district to this school, solely attracted by its superior merits.

(signed) *John C. Lane*, District Inspector (Roman Catholic).

30 May, 1864.

County Tipperary, Roll No. 7392.

NENAGH CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 2 and 3 June, 1864.—Manager, Mrs. M. A'Beckett, Nenagh.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
736	269	89	74	37	15	8	223
Average Age - - -		6·6	10	11	13·6	15·1	9·2

Answers to Queries.

1. (*a*).—There are eight nuns employed in teaching. There are also five paid monitors, three senior, and two junior. The fourth and fifth classes also assist in teaching.

1. (*b*).—I have no means of judging of their acquirements. As teachers they are careful and painstaking. The school is satisfactorily organised. There are three departments, senior, junior, and infants, each of which is a school in itself.

2.—The junior classes (first and second) are decidedly backward. The sequel and third are fairly proficient in reading, spelling, and grammar; but are backward in geography and arithmetic. The fourth and fifth classes (four in each) are fairly up to programme for fourth class. Penmanship and writing from dictation well attended to.

3.—There is a separate infant school attended by about 80 pupils. These are under the care of one of the nuns, assisted by monitors, paid and unpaid. They are well looked after, but receive little instruction beyond reading. The great majority are of course in the first book. Of 71 present on the day of my inspection, there were 17 in second book, of whom 14 read correctly in first section; of these, all except five, had been recently promoted from first class.

4.—Since 1st April 1861, 221 pupils, aged 14 years and upwards, have been struck off the rolls. Of these, 96, or 43·4 per cent. had reached the third or higher classes.

5.—Vocal music, on Hullah's system, is taught to a class averaging about 20 girls, with fair success. The other pupils learn to sing by ear. Drawing is not taught. There is no other extra branch.

6.—The usual branches of plain and fancy work are well taught. There is always an abundant supply of materials.

7.—The children are well-behaved, and, I believe, well-conducted. The nuns speak very favourably of their conduct.

8.—Religious instruction, including religious exercises, is appointed to take place three times a day, viz., from 9.55 to 10 o'clock, from 11.15 to 12.5 o'clock, and from 2.45 to 3.15 o'clock. These arrangements are observed.

9. (*a*)—Of the three senior monitors, two are very fairly qualified, the third but middlingly. The junior monitors are both well qualified.

9. (*b*).—They are all found useful as junior instructors.

9. (*c*).—I unfortunately omitted to note the details of the arrangements for their special instruction.

instruction. They are in the main the same as those adopted in the Birr Convent School, which is under the same manager.

9. (*d*).—Two were examined last year, the third being absent from illness; one acquitted herself fairly and obtained a gratuity, the other failed. The junior monitors have not yet been examined.

10.—I believe the rules of the Board are observed in this school.

11. (*a*).—There are three large rooms, a detached gallery (in the common sense of the word, not a school gallery) and a small class-room. The large room for senior school affords space, at six square feet per pupil, for 258; the junior school-room for 148, and the infant school-room for 143. The gallery and small class-room afford space for 73 and 21 respectively. Total accommodation, 643.

11. (*b*).—The small class-room is too low and confined, the other rooms are all that can be desired.

11. (*c*).—When I visited this school the Superioress, who is also Manager, was in Parsonstown, and no one in the convent could give me any information under this head. I know that the large school-room was built for a Temperance Hall, but I cannot state how the nuns acquired it, nor what it cost to adapt and furnish the rooms. When I returned to Parsonstown the superioress had gone to Nenagh, where she now is.

12.—There is a fair supply of maps, and some other articles of school apparatus, but more would be required. I cannot tell their cost.

13.—I think this school is successful in attracting the children of the more destitute classes, many of whom would otherwise probably attend no school. There is a large number of such children in Nenagh; and such form a large proportion of the attendance.

14.—The establishment of this school led to the closing of the Nenagh Female National school, which was then conducted by a first-class teacher. There is no other National school in the town except the workhouse school.

15. A.—In reading, grammar, geography, and arithmetic, the results in this school are considerably below those attained in the ordinary schools of the district. In writing, and writing from dictation, the proficiency is about equal.

15. B.—The infants are more suitably cared for in this school, but they are not better taught than children of the same age in ordinary schools.

15. C.—Vocal music is better taught here than in the few ordinary schools in which it is attempted. Drawing is not taught in either class of schools.

15. D.—Industrial instruction is better attended to in this school than in the ordinary schools.

15. E.—In moral training, so far as it relates to the formation of habits of neatness, order, and good manners, the results observable here are not better than in the ordinary schools.

15. F.—I have no doubt religious instruction receives more attention here than in the ordinary schools.

15. G.—I do not think there is any essential difference.

15. H.—Superior in this school.

15. I.—About the same in both classes of schools, on the whole, but superior in some ordinary schools.

15. K.—In this respect I consider this school superior to the ordinary schools.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	3	2
Incidental visits - - -	1	–	–	1

17.—Unfavourable in 1861 and 1863. Favourable in 1862, especially at last inspection. Favourable in 1860, but very vague. A good deal of fault found at nearly every inspection for the last three years.

18. I.—I think this school has operated to bring under instruction two classes of pupils who probably had not previously attended any school, viz., (1.) Infants under seven years of age; and, (2) the children of very destitute parents. In this way it has increased the amount of education in the district. I do not think it has tended to improve the quality of the education.

18. II.—I do not think that the management of this school has brought under the notice of teachers, or others, any point in school-keeping not previously established. Teachers are not in the habit of visiting this school.

18. III.—During the three years that I have known this school, the only person who left it to become a teacher was one paid monitor, whose term of service, including a fifth year, expired, and who is engaged teaching a small private school in Nenagh.

18. IV.—Except as already mentioned under Head I. of the answer to this Query, this school has not operated in any way to extend national education in any sense of the term. Neither has it ever, so far as I am aware, supplied a teacher to a national school.

I have divided my answer to this Query according to the heads laid down in the circular of 1st June, 1864.

(signed) *M. Fitzgerald*, A.B., T.C.D.,
Second Class District Inspector.
(Established Church.)

9 June, 1864.

County Tipperary, Roll No. 4068.

Thurles Convent National School.

Name of Order, Institute, or Community:—Presentation Order.

Visited 25 May, 1864.—Manager, Rev. W. Wall, Thurles.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
512	262	71	60	43	34	47	255
Average Age	- -	5	7	9	11	13	9

Answers to Queries.

1. (*a*).—There are 17 nuns generally engaged in teaching, who are assisted by five senior and two junior monitresses, so that the teaching power is fully adequate.

1. (*b*).—The teachers possess very superior acquirements; they are all well-educated ladies, and though, previous to entering the convent, none of them had been specially trained for the business of teaching, yet, some of them being great thinkers, have so far profited by their experience as to originate methods of teaching and organization equal, if not superior in efficiency, to any hitherto adopted in the model schools of the Board. The Commissioners lately sent to this school an organizer, who gave some useful suggestions, which are successfully carried out by the nuns.

2.—That the instruction is efficient may be judged from the facts that many children are fit for the second book of lessons in four months from the date of their entering the school ignorant of the names of the letters, and that the number of promotions to higher classes during last 12 months is about 72 per cent. of the average attendance.

3.—The infants' school-room is remarkably well managed. Of the number present in it (71) on the day of my visit, though their average age is only five years, all, except about 30, can read the first book of lessons fairly; but reading forms only a portion of the instruction they receive. They are carefully taught habits of neatness and order, of forbearance and kindness towards each other. Some of them write and work easy sums on slates, and all sing sweetly when marching.

4.—Since the 1st of January, 1860, the number of pupils that have finally given up attendance at the school is 188; of these, when leaving, 31 were in first book, 8 in second 10 in sequel to second, 56 in third book, 62 in fourth, and 21 in fifth, so that 139 out of 188, or 74 per cent. nearly, have attained to a satisfactory degree of education. Several of those who were in the junior classes at the time of leaving the school have removed to other localities, where it is likely they are now attending other National schools, and some have died.

5.—There are 30 pupils learning vocal music systematically, and to play on the harmonium. Of these, six are very capable of instructing others in vocal and instrumental music. Drawing is not taught.

6.—Very satisfactory. Plain sewing, knitting, netting, embroidery, and cutting out, are well taught. All the classes, except the first, learn needlework.

7.—The habits and manners of the pupils are all that could be desired, owing to the excellent moral training they receive.

8.—The times for religious instruction and prayers, strictly observed, are from 12 to 12.5, and from 2.15 to 3.15, on Monday, Tuesday, Thursday, and Friday. One of the arrangements is, that Wednesday may be entirely devoted to religious instruction whenever the nuns wish, and it is called religious instruction day; but generally, on that day, the same business is carried on as on the days above mentioned. There is no school on Saturday.

9. (*a*).—The acquirements of the monitors are quite up to, in some instances far above, the requirements of their programmes of study.

9. (*b*).—They teach well.

9. (*c*).—They receive instruction from the most experienced of the nuns from 10 to 12 each day, and they are shown how to teach and conduct the business of the school by the nuns during the remainder of the school hours.

9. (*d*).—The answering of the three who attended the last annual examinations was so good as to entitle their teachers to premiums.

10.—The

10.—The Board's rules are strictly observed by them.

11. (*a*).—The school-rooms are lofty and spacious, and capable of accommodating 462 pupils, allowing even eight square feet for each; but allowing six square feet for each, the rooms are adequate to accommodate more than double the number of pupils in average attendance.

11. (*b*).—They are well lighted and ventilated; the out-offices are good and neatly kept; there cannot be more healthy and convenient school-rooms.

11. (*c*).—About 1,650 *l.*

12.—The school is well supplied with maps, charts, apparatus, &c. The expense incurred in providing them, including harmoniums, is about 50 *l.*

13.—Many of the very poor are induced to send their children to this school, because such children get food and clothing here, and, when tolerably educated, situations as nursery-maids and servants, &c., are provided for them by the nuns. Were it not for the inducements referred to, it is very probable that such children would never attend any school.

14.—The nearest lay female schools are four miles distant. They are Ballycahill and Holycross, which are no way affected by the existence of this school, unless perhaps the neat appearance of the girls attending this convent school is endeavoured to be imitated by the pupils of the above named schools, by desire of their teachers.

15. A.—In this respect at least equal to the best ordinary girls' schools in the district.

15. B.—Superior to all other girls' schools in the district.

15. C.—Superior to all other schools in the district as to instruction in music. Drawing is not taught, nor is any other extra branch.

15. D.—Superior to all other schools in the district.

15. E.—Superior to all other schools in the district.

15. F.—Superior to all other schools in the district.

15. G.—Equal to the best schools in the district.

15. H.—Superior to all other schools in the district.

15. I.—Superior to all other schools in the district.

15. K.—Infinitely superior to all other schools in the district in this respect.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	4	3	3	3
Incidental visits - - -	2	–	–	–

17.—Always favourable. Occasionally, when slight defects in any branch have been observed, the Inspector has stated so, with the view of having them corrected.

18.—With regard to Query 4, I beg to state that all who were in the junior classes (including 1st, 2nd, and sequels), at the time of finally leaving the school, were under 13 years of age, except one girl, who never went to school until she was about 15 years of age. She remained but a short time in the school, when she left, and shortly after died, so that all the girls above 13 years of age now alive, who have finally left the school, have attained to a satisfactory degree of education. This being an excellent school, it is often visited by the managers and teachers of other schools, and the judicious methods of teaching and organization practised here are thereby becoming general throughout the district.

(signed) *Michael Lawler*, District Inspector.
(Roman Catholic.)

31 May, 1864.

County Tipperary, Roll No. 5110.

THURLES INDUSTRIAL CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—The Presentation Order.

Visited 27 May, 1864.—Manager, Rev. William Wall, Thurles.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
56	19	–	17	6	9	8	40
Average Age - - -		–	21	18	23	21	21

Answers to Queries.

1. (*a*).—Adequate.

1. (*b*).—All very superior.

2.—The literary instruction is not very efficient, but considering the short time devoted to it, namely, one hour daily, it is as satisfactory as could be expected. All I saw present can read fairly; 20 of them write on paper, the rest on slates; but of arithmetic very little is known by these pupils.

3.—There are no infant pupils; all attending this school are adults.

4.—Twenty-seven pupils have finally given up attendance at the school since 1st January 1860. Of that number 14 were, at the time of leaving, in second class; one in sequel; 11 in third class; and one in fourth class; so that, at the time of leaving, all could read, and 44 per cent. had attained to a satisfactory degree of education.

5.—No extra branches taught to these pupils.

6.—Very satisfactory. Of the 40 pupils present on the day of my visit, 16 were employed at glove-making, 19 at shirt-making, and 5 in the laundry. These young women earn at the different kinds of work above stated, from 2*s.* 6*d.* to 4*s.* 6*d.* a-week each. The materials for the glove and shirt making are supplied by Dublin merchants.

7.—The moral training being excellent, the habits and manners of the young women attending the school are all that could be desired.

8.—The times for religious instruction, which are strictly devoted to it, are from 12 to 12.5, and from 2 to 2.30 on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

9. (*a*).—No monitresses for this school.

10.—The Board's rules are strictly observed by the conductors of this school.

11. (*a*).—The accommodation in the workroom and laundry, which are the rooms set apart for this school, is sufficient for four times the number in average attendance.

11. (*b*).—The rooms are lofty, well lighted, and ventilated; the offices suitable and clean. There cannot be more healthy school-rooms.

11. (*c*).—The rooms set apart for this industrial school form a portion of the building erected for the Thurles Female Literary School, which cost 1,650 *l.*

12.—This school is well supplied with books, slates, and paper, but not with maps, charts, &c., as the literary instruction given in it is confined to reading, writing, and arithmetic.

13.—Were it not for this industrial school, the young women attending it would not leave their homes to go to any school. Their object in attending it is to earn money, and accordingly the attendance is large or small, as the supply of work is abundant or otherwise. At present there is a pretty good supply of work, and the attendance, on that account, is greater than it has been since March 1862.

14.—It has no way affected the operation of any lay female schools in the district.

15.—This (being an industrial school), and there being no other school of that kind in the district, cannot be compared with any other schools under my inspection.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	–	–	–	–

17.—Favourable on the whole.

18.—This industrial school (it being the only one of the kind in the district), has had no effect, as far as I can see, on education generally in this neighbourhood.

(signed) *Michael Lawler*, District Inspector
1 June, 1864. (Roman Catholic).

County Tyrone, Roll No. 6328.

OMAGH FEMALE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Loretto.

Visited 3 June, 1864.—Manager, Rev. M. O'Kane, Parish Priest, Omagh.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
248	94	35	10	4	1	2	52
Average Age - - -		5·4	9	9·2	9	13	7

Answers

Answers to Queries.

1. (*a*).—The teaching staff is hardly adequate, only one of the nuns is charged with the management of the school. There are three paid monitresses, who do the chief part of the work.

1. (*b*).—The acquirements of the lady in charge of the school are, I presume, of a respectable order; of course I have not examined her; but I infer, from the answering of the monitresses who have been examined by me, and who were taught by her, that she is qualified to teach all that is required in such a school as this, as far as relates to literary subjects.

2.—The results of my examinations have always been rather favourable as regards all the classes above first class, but I have invariably found too large a proportion of the school in the first class.

3.—There is no infant department in this school, but a great portion of the children in first class may be said to be infants. There is no special arrangement made for them.

4.—Twenty-two girls, of 14 years and upwards, have left the school since October 1859, and of these 12 were in the third or the fourth class. Therefore, I should say that 12 to 22 is the fair proportion of those who have left the school with an amount of education suited to their circumstances.

5.—Latterly the results of the instruction given in vocal music have been very limited indeed. Some time ago a lady of the convent had special charge of the music class in this school, but at the end of last year the entire teaching of the school—music as well as other things—was given up to one nun, I may say, assisted by the monitresses; and hence it may easily be inferred how little has been done in the way of teaching music, when it is considered how much has to be done besides. They sing while employed at needlework; and they sing some pieces very well, but they know little of the theory of music. Drawing and other extra branches not taught in this school.

6.—The results of the industrial instruction given in this school are not of a high order; the majority of the pupils attending the school are too young to have attained to any degree of proficiency in needlework.

7.—I believe the results of the moral training given in the school are in every way satisfactory.

8.—10½ to 11 o'clock daily is given to religious instruction in the school-room. I believe this arrangement is strictly adhered to. The "Angelus Domini" is repeated daily at 12 o'clock.

9. (*a*).—They are very fairly qualified.

9. (*b*).—They are efficient as junior instructors; the chief part of the teaching of all the classes below third class is done by the monitors.

9. (*c*).—They are specially taught from 9 to 10 o'clock daily by the nun who conducts the school.

9. (*d*).—Two of them answered very well at the last examination, and gratuities were awarded on account of their answering; one of them failed to answer so as to entitle the school to a gratuity on her account.

10.—I believe the Board's rules are faithfully observed.

11. (*a*).—The school-room will accommodate 270 children, allowing six square feet for each. There is only one room.

11. (*b*).—Satisfactory in all respects.

11. (*c*).—£. 300.

12.—There are ten large maps in the school, four of which are "free stock." The remaining six maps must have cost 1*l.* 8*s.* 6*d.*, at the reduced prices at which they are sold by the Board. An organizing "free stock" was granted in October 1860, value 3*l.* 11*s.* 9*d.* This is all the apparatus in the school.

13.—I do not believe the school has, to any great extent, been influential in this direction; but very few of the pupils are the children of the destitute. The superioress tells me that some of the poorest of the children get bread regularly during school hours from the establishment, and, occasionally, articles of clothing. She believes this has the effect of causing children to attend this school who, perhaps, would not go to any other.

14.—The only female school in the neighbourhood that has been at all affected by this school is the Omagh Model School. The Roman Catholic children do not attend the model schools; but this can hardly be attributed to the agency of the convent school, but rather to other influence; they would not attend the model school even if the convent school did not exist.

15. A.—I do not look upon it as in any way superior to the ordinary girls' schools of the district. In one aspect it is rather inferior; that is, in respect of the large number of the pupils always found in the first or lowest class.

15. B.—No infant department in the school, nor is there any peculiar mode of treatment adopted for those who might be considered as infants, viz., those under seven years of age.

15. C.—This school is superior to the ordinary girls' schools in singing, but not in the theory of music. Drawing and other extra branches are not taught.

15. D.—As to industrial instruction, this school is pretty much on a level with the ordinary schools. The majority of the pupils are so very young that any great amount of proficiency in needlework cannot be expected from them. Of 44 girls present on the day of my inspection only 23 were learning needlework.

 15. (E).—As

15. E.—As to moral training there is little disparity between this and the ordinary female schools, it being satisfactory in both. The female teachers generally are exemplary in their character and conduct, &c.

15. F.—I believe religious instruction is more strictly administered in this school than in the ordinary schools; 10½ to 11 o'clock daily is set apart for the purpose; and at this time nuns, who do not take part in the general business of the school, assist in teaching catechism, prayers, &c.

15. G.—As far as I have been able to discover, the Board's rules are as well observed in this school as in the ordinary schools.

15. H.—The school-room accommodation is more ample and of a better quality in this school than it is in the ordinary schools in general.

15. I.—In respect of educational apparatus, this school does not possess any decided superiority over the ordinary schools. None at all has been purchased (except six large maps); only that given as an organizing free stock is in the school.

15. K.—Undoubtedly the school possesses an amount of attraction for the children of the very poor which ordinary schools do not lay claim to. The majority of all the pupils are, professedly and in fact, admitted free; and besides this, as I have already said, occasionally clothing and food are given to a few of the pupils.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	2	2	3
Incidental visits - - -	–	2	1	–

17.—Rather favourable generally.

18.—The effects of this convent school on education generally in the district are not of any marked kind, or of any special importance. Of those who have been educated wholly or in part in the school, only one has become a teacher.

(Signed) *Samuel Adair*, District Inspector.
(Established Church.)

7 June, 1864.

County Waterford, Roll No. 3228.

CAPPOQUIN CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 30 May, 1864.—Manager, Rev. Michael Spratt, Cappoquin.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
370	209	113	33	30	23	17	216
Average Age - - -		5	6	8	14	13	—

Answers to Queries.

1. (*a*).—Six of the community are employed in teaching, assisted by three senior monitors.

1. (*b*).—Very good.

2.—Efficient.

3.—The infant pupils appear to be managed, cared for, and instructed, with more than ordinary success.

4.—Seventy-five per cent.

5.—No extra branches are taught.

6.—Satisfactory. In this establishment the work of the pupils is not sold.

7.—Satisfactory.

8.—Religious instruction and religious exercises take place on Monday, Tuesday, Wednesday, Thursday, and Friday, from 12 to 12·5 o'clock; and for 55 minutes after general instruction. The specified arrangements are, I believe, observed.

9. (*a*).—Very good.

9. (*b*).—Efficient.

9. (*c*).—Extra instruction is given to each of the monitors for five hours weekly.

9. (*d*).—Satisfactory.

10.—Observed.

11. (*a*).—Adequate.

11. (*a*).—Adequate.
11. (*b*).—The school-rooms and offices are healthy and suitable.
11. (*c*).—About 300*l.*
12.—Sufficient; 72*l.* has been expended in procuring these requisites within the last few years.
13.—Many pupils who attend this school would, I believe, attend no school (conducted on other principles) for these reasons:—I. The affection which the people in general have for the nuns, and the feeling that once their children enter the school they are well cared for. II. Gratuitous admissions. III. The knowledge that, in this case at least, the children will receive a good education. IV. Bread is occasionally distributed to the poorest children.
14.—The operation of this school has absorbed three other female schools in the neighbourhood. I believe that the influence by which this has taken place has been that employed by the Roman Catholic clergy.
15. A.—Superior to the general class; inferior to a few of the best class of schools.
15. B.—Superior.
15. C.—No extra branches taught.
15. D.—Superior.
15. E.—Equal.
15. F.—Superior.
15. G.—Equal.
15. H.—Superior.
15. I.—Superior.
15. K.—Superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	2	3	3
Incidental visits - - -	1	–	–	–

17.—Of a generally favourable character.
18.—I apprehend that the operation of this school has served to add to the number of recipients of education in this district, as its attractive influences are of no mean order, and the quality of the education given in it is of rather a high character. A prominent point in the school-keeping is the management of the infants; and needlework is also taught in a highly efficient manner. Four young persons educated at this school have undertaken the charge of National schools, and are now conducting them with fair success.

I have no doubt but that this school, equally with all convent National schools within my experience, is not supposed to be a National school as such by the great mass of the people. I do not think that they (the masses) for an instant imagine that pupils of another denomination in religion, would be received in these establishments, however erroneous such a supposition; and I have therefore concluded that, however useful it may be, it has failed to extend the *system*, as I understand it, among the general mass of the people.

These remarks apply to the *principle* of National education, and distinct from the education given through its means.

(signed) *J. G. Fitzgerald*, A. B., T. C. D.,
District Inspector, Second Class.
(Roman Catholic.)

4 June, 1864.

County Waterford, Roll No. 1289.

TALLOW CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Carmelites.

Visited 3 June, 1864.—Manager, Rev. Patrick Byrne, Tallow.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
412	227	77	49	47	21	13	207
Average Age - - -		8	12	12	16	17	—

Answers to Queries.

1. (*a*).—Eight members of the community are employed in teaching, assisted by two senior monitors.

1. (*b*).—The teachers have been educated at convent or private schools; their acquirements appear to be very fair, but their method and organizing skill are of a low character.

2.—Tolerable.

3.—Tolerable.

4.—50 per cent.

5.—No extra branches are taught.

6.—Successful; 300 *l.* per annum on the average has been received for work done by the pupils during the last 10 years.

7.—Tolerable.

8. Religious instruction takes place on the first five days of the week, from 12 to 12·30 o'clock. The arrangements are, I believe, attended to.

9. (*a*).—Fair.

9. (*b*).—Fairly efficient.

9. (*c*).—Extra instruction is given to the monitors for 30 minutes daily.

9. (*d*).—Satisfactory.

10.—Observed.

11. (*a*).—Adequate.

11. (*b*).—Satisfactory, except that the rooms are not warmed in winter.

11. (*c*).—50 *l.* (The school-house is vested in the Commissioners.)

12.—The supply of maps is sufficient, but there are no charts or other apparatus provided. 2 *l.* appears to be the sum expended on requisites and books for the last two years.

13.—I believe that some poor children attend this school, who would probably attend no school because even very young children earn as much as 1 *s.* 6 *d.* per week at netting, being occupied at this work before and after school hours.

14.—There is one private school and two parochial (Protestant) schools in the town; this school, therefore, monopolises the entire (almost) of the female Roman Catholic education in the town, and for a circuit of 1½ miles. The cause is, in my opinion, entirely attributable to the pupils earning weekly a sum varying from 1 *s.* to 5 *s.* each.

15. A.—Inferior to most ordinary schools.

15. B.—Equal.

15. C.—No extra branches taught in this school.

15. D.—Much superior.

15. E.—Equal.

15. F.—Superior.

15. G.—Equal.

15. H.—Equal.

15. I.—Inferior to most ordinary National schools.

15. K.—Much more attractive, for reasons stated in answering Query 13.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	3
Incidental visits - - -	1	–	–	–

17.—Tolerable; not generally favourable.

18.—The attractive influences which the earning of money is sure to bring with it, has served, no doubt, to bring many to attend this school who would otherwise probably attend no school. The quality, however, of the literary instruction afforded in it, is by no means of a high character. The prominent feature in the school-keeping, and the only one, is the industrial work. Six young persons educated at this school have become National teachers; one of them, with whom I am acquainted, is a most efficient schoolmistress.

I do not think that the general body of the people associate this school in their minds with the National system; on the contrary, I believe they draw a broad distinction, and think that this school (as well as all convent schools) is entirely of a denominational character; I do not think, therefore, that the school has, by its operation, served to extend the *National system*, as I understand that system, among the general mass of the people. These remarks apply to the *principle* of National education as distinct entirely from the education given under the system.

(signed) *J. G. Fitzgerald*, A.B., T.C.D.,
District Inspector, Second Class.
(Roman Catholic.)

4 June, 1864.

County Westmeath, Roll No. 8682.

MOATE, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—The Order of Mercy.

Visited 27 May, 1864.—Manager, Rev. P. E. Sheridan, Moate.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
563	180	83	51	27	14	14	189
Average Age - - -		6	9·2	10·6	14	14·5	10

Answers to Queries.

1. (*a*).—There is an average of 60 pupils to each principal teacher, but there are five senior monitresses. This teaching power is nearly adequate.

1. (*b*).—I believe the literary acquirements of these ladies are of a high order, and they show skill in teaching and organizing their school.

2.—Very satisfactory.

3.—There is very great care taken of the infant pupils. This department of the school is efficiently conducted; in this respect, it is superior to any lay school in the district.

4.—As this school is only about two years in operation, very few pupils have finally left; those who have were fairly educated.

5.—Vocal music is very skilfully taught; a few pupils are also learning the harmonium. A drawing-class has been recently formed; the results are satisfactory.

6.—Needlework, particularly plain work, is carefully taught to all girls old enough to learn it, with satisfactory results.

7.—The moral training, habits, and manners of pupils are very carefully attended to; more carefully, and more successfully than in any lay school in my district.

8.—The time and attention devoted to this subject are both ample and satisfactory, much more so than in lay schools. I believe the specified arrangements are carefully observed.

9. (*a*).—Fair.

9. (*b*).—Satisfactory.

9. (*c*).—They receive instruction outside of the usual school-hours; I believe the nuns give much attention to their improvement.

9. (*d*).—Only one has been long enough appointed to attend an examination; her answering was unsatisfactory.

10.—I believe the Board's rules are very carefully observed in this school.

11. (*a*).—There is ample accommodation; there are about eight square feet for each pupil in average attendance.

11. (*b*).—The rooms are well lighted and ventilated, by windows in front and rear, opening by pulleys; offices are also provided.

11. (*c*).—Manager stated that the expense was about 300 *l.*, from local contributions.

12.—There is an adequate supply, principally granted by the Board; the community expended about 10 *l.*

13.—This school is established about two years; there was previously an ordinary lay female National school in the town for many years, at which the attendance never exceeded 60. Since this school was established the average attendance has been about 180, and this great increase is the result of the influence of this convent school over the poorer classes.

14.—The female National school in the town was closed soon after this convent school was established; several pupils ceased attending a lay female school two miles distant. The only agency was the influence a good school has over an inferior one.

15. A.—In this respect this convent school is superior to every lay female school in my district, with two exceptions.

15. B.—In this respect it is superior to any lay female school in my district.

15. C.—With the exception of vocal music in two schools in my district, this convent school holds the first rank.

15. D.—In this respect, too, it is superior to lay schools.

15. E.—The moral training of the pupils is more carefully and successfully attended to than in any lay school.

 15. F.—The

15. F.—The care and success of these nuns in giving religious instruction are far in advance of any lay school, on which account this and all convent schools are held in high estimation by the people.

15. G.—I believe the Board's rules are as carefully observed here as in lay schools.

15. H.—The accommodation is superior to that in the generality of lay schools.

15. I.—In the supply of apparatus it is in advance of most lay schools; the supply is fully adequate.

15. K.—In this respect this school is far superior to all lay schools in my district.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	–	1	3	2
Incidental visits - - - -	–	1	6	7

17.—Favourable.

18.—This school affords an illustration of the attractive influence of convent schools in bringing the children of the poor and destitute under instruction. For many years the attendance at the lay female National school in this town never exceeded 60; but since this school was established, little more than two years ago, the average on rolls has been more than 300, and the daily attendance about 180; and this increase has been, to a great extent, of children who never before went to any school.

I am now 17 years inspecting convent schools in the counties of Carlow, Kilkenny, Limerick, Cork, Waterford, and Westmeath, and my experience justifies me in stating that the children who attend them are carefully instructed in all religious and moral duties, and trained to habits of order and cleanliness.

(signed) *Henry L. D'Arcy*, District Inspector.
28 May, 1864. (Roman Catholic.)

County Westmeath, Roll No. 934.

MULLINGAR CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Nuns of the Presentation Order.

Visited 25 May, 1864.—Manager, Rev. Luke Barton, Mullingar.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
693	224	157	80	57	19	30	343
Average Age - - -		5·5	9	10·7	11·7	14	10·4

Answers to Queries.

1. (*a*).—The teaching power is scarcely adequate to the requirements of the school. There are about 40 pupils to each principal teacher.

1. (*b*).—I never examined any of these ladies, but I heard several of them teaching. My opinion of their literary acquirements, method of teaching, &c. is favourable.

2.—On this point also my opinion is favourable.

3.—The ladies who conduct this department exhibit much care and earnestness, and also a fair amount of skill.

4.—I have made inquiry on this subject, and am led to believe that the pupils who have finally left this school have attained a fair degree of education for the social position they were called on to fill.

5.—Vocal music is the only extra branch taught, with the exception of a few pupils learning the harmonium. The results are satisfactory.

6.—Many poor girls taught at this school have been able to earn, and are still earning, a livelihood from working at plain needlework.

7.—As to the results of moral training, habits, and manners, my opinion is highly favourable. The children educated at convent schools are more moral, more gentle, and more obedient to authority than other children.

8.—The

8.—The arrangements for religious do not interfere with secular instruction, and, as far as I know, the specified arrangements are observed.

9. (*a*).—There are now only two monitresses in this very numerously-attended school; their literary acquirements are satisfactory.

9. (*b*).—Fair.

9. (*c*).—They receive instruction both before and after ordinary school-hours.

9. (*d*).—Satisfactory. The conductors have received gratuities for the efficient instruction given to monitresses.

10.—The rules of the Board are not violated.

11. (*a*).—There is very ample accommodation, in three large rooms; there is about 16 square feet for each pupil.

11. (*b*).—As to light and ventilation, these school-rooms rank first in this district, where there are 117 schools.

11. (*c*).—I am informed that this school-house was erected at an expense of about 700 *l.* from local sources.

12.—These schools are well provided with every necessary appliance, at an expense to the community of 53 *l.* 9 *s.* 2 *d.* during the last four years.

13.—I am quite satisfied that any other than a convent school would not be attended by even one-fourth of the children who attend this school. It is in bringing the children of the poorer classes under the influence of instruction that this school is chiefly valuable.

14.—There has been no female lay school within a distance of less than three miles these many years. On schools at that distance it seems to me to have little influence.

15. A.—As to efficiency, it is fully equal to the best lay female schools in this district, and superior to the great majority of them.

15. B.—There is fully as much care taken of infant pupils here as in any school in this district.

15. C.—There is instruction given only in music. In this respect it is not superior to some ordinary girls' schools.

15. D.—The industrial instruction is limited to plain needlework, which is more efficiently taught than in ordinary schools.

15. E.—In this respect this school is superior to any ordinary girls' school.

15 F.—Religious instruction being the chief excellence of a convent school, of course in this respect it surpasses all ordinary schools.

15. G.—Although I believe the Board's rules are observed here, they are observed with reluctance, because the nuns believe that these rules interfere with the religious teaching of the pupils. It is not superior to other schools on this point.

15 H.—As to school-room accommodation, this school is superior to every other in the district.

15. I.—In this respect also it is in advance of other schools.

15. K.—As to attractive influence in bringing the children of the poor under instruction, it far exceeds all other schools. In fact, on this point no other school could be at all compared to a convent school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - - -	3	4	3	3
Incidental visits - - - -	7	5	6	4

17.—Favourable.

18.—I beg leave to bring the following points under the notice of the Board:—

1st. That, as the National system of education was established principally with a view to the education of the children of the Roman Catholic poor (because the Protestants were already sufficiently supplied with schools), it is of the greatest importance that convent schools should be in connexion with the Board, as a guarantee that the religion of the people will not be interfered with.

2nd. That, as the influence of religious teachers exceeds all other influence over children, every legitimate effort should be made to render convent schools as efficient as possible, and ancillary to State education.

3rd. That, as convent schools are so numerously attended, and as the teaching power in these schools is not sufficient, steps should be taken to secure the services of lay teachers, as assistants or pupil-teachers, in order that the children of the destitute poor, who form a large proportion of the attendance, should be more efficiently instructed.

(signed) *Henry L. D'Arcy*, District Inspector (Roman Catholic).

26 May, 1864.

County Westmeath, Roll No. 6674.

ROCHFORD BRIDGE CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:--Order of Mercy.

Visited 23 and 30 May, 1864.--Manager, Rev. G. Robbins, Rochford Bridge.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
191	80	23	16	19	8	4	70
Average Age - - -		6	8	9·6	12	13	9·6

Answers to Queries.

1. (*a*).--There are about 40 pupils to each principal teacher.
1. (*b*).--As to these points my opinion is favourable.
2.—Satisfactory.
3.—As to these points, my opinion is favourable.
4.—This school is little more than a year in operation. Only a few pupils have finally left; the amount of education was fair.
5.—Vocal music is the only extra branch taught. The results are satisfactory.
6.—The results are satisfactory.
7.—In these respects the results are very satisfactory.
8.—The arrangements are ample and carefully observed, more ample than in lay schools.
9. (*a*).--The acquirements of monitors are satisfactory.
9. (*b*).--Satisfactory.
9. (*c*).--Satisfactory.
9. (*d*).—Never yet examined; school not long enough in operation.
10.—The Board's rules are carefully observed.
11. (*a*).--There are 10 square feet to each child.
11. (*b*).—The rooms are well lighted and ventilated by windows in front and rear. Offices fair.
11. (*c*).--As far as can be ascertained, the expense was 250 *l.*
12.—There is a fair supply of school appliances, principally granted by the Board. The community expended about 5 *l.*
13.—As to this subject, the result has been very satisfactory. *See* Ans. to Query 18.
14.—This school has been established little more than a year. A lay female school, about two miles distant, has been closed, as the senior pupils left to attend this school. The only agency was the influence of a good school over an inferior one.
15. A.—This school is fully equal to any lay school in this district as to efficiency of general course of instruction.
15. B.—These ladies attend carefully to the infant pupils, more carefully than in the ordinary girls' schools of this district.
15. C.—The instruction in vocal music, the only branch taught, is very efficient, fully equal to the best lay schools.
15. D.—I can record a very favourable opinion as to the teaching of this branch.
15. E.—The moral training of pupils is carefully attended to, more carefully than in lay schools.
15. F.—The religious teaching in this school, as in all other convent schools, as far as I know, exceeds that given in any lay school.
15. G.—The Board's rules are carefully observed, as carefully as in any lay school in my district.
15. H.—The accommodation is superior to most lay schools in this district.
15. I.—The supply is fair, not superior to many lay schools in this district.
15. K.—The attractive influence far exceeds the influence of any lay school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	–	–	–	3
Incidental visits - - -	–	–	–	–

18.—There was an ordinary lay female National school in this village until this convent school was

was established about a year ago. The attendance at this school affords another illustration of the attractive influence of convent schools. A lay National school established in this village for many years could not command an attendance of more than 30 (average) pupils. The attendance at a female school in the neighbourhood was about 24 (average); the attendance at this school is now 80 (average). The increase has been entirely confined to the poor and destitute classes, and I look forward to a still more numerous attendance.

(signed) *Henry L. D'Arcy*, District Inspector.
(Roman Catholic.)

31 May 1864.

County Wexford, Roll. No. 6058.

Enniscorthy Convent National School.

Name of Order, Institute, or Community:—Presentation Order.

Visited 27 May and 6 June 1864.—Manager, Rev. Thomas Roche, Enniscorthy.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
405	169	83	22	25	23	20	173
Average Age - - -		6	9	9	12	11·7	8·2

Answers to Queries.

1. (*a*).—Teaching power, quite sufficient: six nuns are constantly employed during the day in teaching and superintending. These are assisted by five paid, and seven unpaid monitors.

1. (*b*).—Acquirements, fair; somewhat superficial in method and manner of teaching. School organized in 1858 by a Mrs. Murphy, and the system of organization then established had even, in 1862, fallen away very much in its essential points.

2.—General efficiency of instruction; only tolerable save in reading, which appears to be very well taught.

3.—The infant pupils are kept and trained in a separate small room, fitted with a gallery under a special teacher. This room is quite too small and confined; not more than six out of the entire 83 could read advanced lessons in Sect. 3; fair in counting and mental additions; indifferent in spelling and naming vowels; have very little knowledge of meanings of words; explanations of lessons.

4.—I am unable to give a definite answer to this query, as the registers for past years up to 1857, and from 1860 to 1863, have been almost totally destroyed, the superioress states by mistake. From examinations of the remains of the register for 1858 and 1859, I calculate that about 1–15th of those struck off left in Class 3 and 4. This, however, must be erroneous; the register has not been properly balanced.

5.—School songs and hymns taught by ear merely; no other extra branches taught.

6.—Industrial instruction fairly attended to; plain sewing and knitting pretty generally taught; the paid monitors are taught dressmaking. About 20 girls learn embroidery and fancy work. Formerly, a dressmaker was kept employed in the school. Six girls attend the school for industrial instruction merely; 12 are supplied with work at their homes.

7.—Personal demeanour of children, quiet and respectful; neat and clean in dress; orderly and kind to each other. Several of the children of comfortable parents bring bread and lunch for their poorer and destitute little class fellows. Such unselfishness and charity I consider one of the most hopeful and beautiful traits in the character of childhood; the school in which it is fostered must possess sound moral training of the highest order.

8.—Prayer during five minutes, previous to secular instruction, at half-past nine o'clock. Instruction in catechism; Douay bible and Angelus repeated; 11 till 12 o'clock. Litany during the dismissal of pupils at three o'clock. These specified arrangements are observed.

9. (*a*).—Acquirements of monitors, pretty fair.

9. (*b*).—General efficiency tolerable; the nuns complain of their want of industry.

9. (*c*).—The paid and unpaid monitors receive special instruction daily during one hour; instruction in method three times a week.

 9. (*d*).—None

9. (*d*).—None of these monitors having attended the usual annual examinations since my coming to the district, I am unable to answer this query.

10.—Board's rules faithfully observed.

11. (*a*).—Accommodation of principal school-room adequate; infant school-room quite too small and confined.

11. (*b*).—Principal room well lighted and ventilated; infant school-room defective in both respects; playground and out-offices very fair.

11. (*c*).—About 300 *l.*

12.—Adequate; there are nine large maps; six on physical geography; seven black boards; easel; ball frame, and the usual charts and tablets given to organized schools; amount of apparatus procured since February 1858, 5 *l.* 16 *s.*; average amount of sale stock annually procured since January 1858, 4 *l.* 2 *s.* 6 *d.* Expense in providing the above derived from the funds of the community.

13.—This school has had the usual effect of convent schools in bringing girls of the destitute classes under instruction.

14.—Whatever lay female schools for a time coexisted with it had been wholly absorbed or ceased operation before I came to the district. In itself, this school might have exercised but little influence upon the attendance of the Female Model School, had not external agencies, through the Roman Catholic clergymen, been entirely brought to bear in its favour; for this end no effort has been spared. I am aware, and am prepared to substantiate my statements, that several Roman Catholic parents at present sending their children to this school would gladly remove them to the Model School, if they dared.

15. A.—Efficiency of general course of instruction about on a par with average female schools for the poor; inferior to good.

15. B.—The infant pupils are well attended to; they appear healthy, happy, and contented.

15. C.—Tolerable.

15. D.—Superior.

15. E.—Generally superior.

15. F.—Superior; the parents consider their children, when attending this school, to be more attentive to their religious duties than when in ordinary female National schools. This constitutes one of the attractive influences of convent schools.

15. G.—Good.

15. H.—Good.

15. I.—Good.

15. K.—Superior.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	None.	2	2	2
Incidental visits - - - -	-	-	-	-

17.—1861. Generally favourable.

1862. Reading, satisfactory; penmanship, medium; arithmetic, indifferent; classification of pupils, defective.

1863. Unpaid monitors, satisfactory in reading, spelling, and grammar; writing, fair; indifferent in arithmetic and geography; penmanship of pupils, indifferent.

18.—At the time of the establishment of this school in Enniscorthy, the education of the poorer classes of girls had been almost quite neglected. Up to 1844, education of an advanced character was given. Subsequently it declined, owing to the Roman Catholic bishop being averse to those girls being so highly educated. I will not stop to inquire as to the wisdom of such a step, but it is certain that many poor girls have obtained comparatively comfortable positions in life, owing to the instruction they received in this school; but of 124 such girls, six are nursery governesses, eight clerks in shops, 20 bonnet-makers and boot-binders, 30 dressmakers, 60 servants.

(signed) *C. W. Dugan,*
District Inspector, 2d Class.
(Roman Catholic.)

13 June 1864.

County Wexford, Roll No. 3824.

GOREY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Institute of the Blessed Virgin (Loretto).

Visited 8 June 1864.—Manager, Rev. James Lacy, P. P., Gorey.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
427	152	86	29	15	15	10	155
Average Age - - -		6·4	10·7	11·4	11·9	12·3	8·7

Answers to Queries.

1. (*a*).—The teaching power is not quite adequate, as there are but two ladies of the convent employed continuously or nearly so, during school hours; a third assists occasionally.

1. (*b*).—The teachers are very competent as to attainments, and instruct with earnestness and intelligence; they moreover exhibit skill and method in the management of the school.

2.—The instruction is of an effective character, more especially in reading and writing.

3.—A separate room for infants is much wanted. Considering the absence of such accommodation they are managed very successfully.

4.—60 per cent.

5.—No instruction of this kind.

6.—The results of industrial instruction, so far as I could ascertain, are of moderate character. The senior pupils have been employed at knitting for some time past. Sewing is taught to junior classes second and some pupils of first.

7.—The moral tone of the school is highly satisfactory, the children having been carefully trained to habits of obedience, good order, and neatness.

8.—Religious instruction is given for 1½ hours on Wednesday, and for half-an-hour on each other week-day except Saturday. The arrangements are punctually observed.

9. (*a*).—The monitors are very creditably instructed; my examination on this occasion elicited particularly good answering from the senior monitors in the Historical Sketches contained in the Board's books, in the more critical portions of English grammar, and in h e advanced lessons on etymologies.

9. (*b*).—They are very useful as junior instructors.

9. (*c*).—They are under special instruction from nine to ten every morning, and at home they write exercises in parsing, composition, &c., which are examined and corrected by their teachers.

9. (*d*).—At the annual examinations held by my predecessor, their answering was evidently good, as gratuities for instructing them were awarded to the teachers in successive years.

10.—The rules of the Board are duly observed by the conductors.

11. (*a*).—One large school-room affords space for 250 children.

11. (*b*).—The school-room is a very fine one, 60 × 25 feet, height 14, light and ventila tion very good. The playground is rather small for a school so numerously attended.

11. (*c*).—The expense of building cannot be given separately, as there are dormitories on the upper floor; actual cost of furniture 46 *l*. Taking the Board's scale as standard, the cost of building and fitting up may be estimated at 450 *l*.

12.—A sufficient number of large maps, and a fair supply of charts and other apparatus. The expense cannot be ascertained, the former Report Book having been destroyed.

13.—The school works most beneficially in inducing parents to send children at an early age and from distant homes in larger numbers than they usually do in the case of ordinary schools. The children of the poorest class, moreover, are sent freely, owing to the parents' reverence for the nuns, and confidence in their zeal and charity.

14.—This was the first female National school for girls established in Gorey or its neighbourhood. A school for boys and girls is still carried on in Gorey, by a master who many years ago taught the Gorey National School for both sexes: this teacher is not opposed by the Roman Catholic clergy, although the Christian Brothers have a school in the town.

The nearest girls' school (National), that is or has been in existence in the surrounding locality, is at River Chapel, 3½ miles distant.

15. A.—Compared with the ordinary girls' schools of the district, taken as a body, this school is, in my judgment, superior as regards the teaching of reading to the higher classes and of writing generally, while it is of equal efficiency with the other schools in the remaining items of literary instruction.

15. B.—Superior to the ordinary schools in the general care of infants, equal as respects their instruction.

15. C.—Of less efficiency as respects singing, &c., no instruction in these branches being given in this school.

15. D.—Equal to the other schools with regard to industrial instruction.

15. E.—Superior as regards the moral training of pupils.

15. F.—Superior in the amount of attention devoted to religious instruction, and in the qualifications of the instructors.

15. G.—On a par with the other schools as regards observance of the Board's rules.

15. H.—Superior as respects school-room accommodation.

15. I.—Somewhat superior as to supply of education apparatus.

15. K.—Decidedly superior in its power to attract, in the greatest possible numbers, the children of the humbler classes.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	3	3	3	3
Incidental visits - - -	No record of incidental visits. No Report Book in school for years previous to 1862.			

17.—Rather unfavourable as respects certain items of literary instruction; favourable in other particulars.

18.—Established in 1843, this school appears to have assisted powerfully in extending and popularising the National system in the surrounding portion of the County Wexford, where it had not obtained a footing as soon as in other parts of Leinster.

Eight National schoolmistresses were named to me as having been educated here; the present position of two of those teachers are not known to the nuns, or to myself. Of the remaining six, one ranks as I.^{2} class, two are in II.^{1} class, one in II.^{2}, one in III.^{1}, and one in III.^{2} The young persons who are now being prepared for the calling of teacher are likely also to leave this school with a superior amount of literary attainments, and they alone will be in fault if they do not bring to their spheres of duty the zealous industry, the punctual, careful, and active habits, and the taste for order and propriety which their teachers have diligently sought to impart to them.

(signed) *B. M^{c}Sheehy*, District Inspector.

9 June 1864. (Roman Catholic.

County Wexford, Roll No. 967.

New Ross, No. 1, Convent National School.

Name of Order, Institute, or Community:—Community of Carmelite Nuns.

Visited 31 May 1864.—Managers, Mrs. Howlett and Mrs. Dalton, New Ross.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
559	132	60	32	42	30	19	183
Average Age - - -		5	10	13	13	13·5	9

Answers to Queries.

1. (*a*).—Teaching power quite adequate.

1. (*b*).—Acquirements very fair. Rote methods of teaching seem rather prevalent. Organizing skill pretty fair. At present the system of organization recommended by me for the senior school is well carried out, and with the best results. Previously I had to find great fault with the defective conduct of the school in this respect.

2.—General efficiency of instruction tolerable.

3.—Infant pupils taught in lower room; trained and managed by three or four nuns, assisted by a paid monitor. There is no gallery. The children are taught reading in the old

old rote method; very little instruction given in other subjects. School-room not sufficiently cheerful or properly fitted up for infant classes.

4.—About one-fourth.

5.—No instruction given in these branches.

6.—Satisfactory, in the ordinary literary school. All the children capable are taught plain sewing and knitting. In the special industrial school a high class of instruction is given. During 1863 about 200 girls were employed, who worked partly at home, partly at the school. On an average, about 60 attend the school. I append the amount of receipts.

Receipts in Industrial School:

	£.	s.	d.		£.	s.	d.
1859	645	18	–	1862	626	1	11
1860	707	18	10	1863	375	7	11
1861	375	7	2½				

7.—Satisfactory. The children are obedient and truth-telling; quiet and orderly in school; neat and careful in personal appearance.

8.—Religious instruction, from 12 to 12¾, daily attended to.

9. (*a*).—Acquirements of monitors only medium. Removal of junior monitor on ground of defective acquirements recommended at last inspection.

9. (*b*).—Efficiency, as instructors, tolerable.

9. (*c*).—The monitors being employed during the entire day in teaching, receive special instruction from 5 to 7 p. m. in the usual literary branches. I have not learned that instruction is given on methods of teaching.

9. (*d*).—Unsatisfactory at examinations of 1862 and 1863.

10.—Faithfully observed.

11. (*a*).—Accommodation in school and class rooms excellent.

11. (*b*).—Healthy, cheerful, and well ventilated: playground and out-offices very good.

11. (*c*).—

	£.		
The mere building cost about	650	–	–
Fittings and furniture	350	–	–
Total cost £.	1,000	–	–

12.—School well supplied with maps and charts. A small stock of apparatus. School requisites good.

13.—Cost of apparatus, procured June 1858 £. 1 16 3

„ Sale stock since 1856 55 1 3

The school has certainly had a most beneficial effect in bringing such children under the influence of instruction of a sound religious and moral character. The great majority of the children attending belong to the more destitute classes of the town.

14.—All the female schools for the poor of any importance have been altogether absorbed, or have ceased operation since its establishment. Of course, the influence of a Roman Catholic clergyman has been exerted in its favour.

15. A.—Tolerable.

15. B—Good.

15. C.—None taught.

15. D.—Very superior.

15. E.—Superior.

15. F.—Superior.

15. G.—Good.

15. H.—Superior.

15. I.—Good.

15. K.—Much superior to that of ordinary schools. The pure and blameless lives of the nuns, their disinterested devotion and affection for the poor, combine to form an attractive influence vainly to be sought for amongst other female teachers.

	1860.	1861.	1862.	1863.
16.—Inspections	2	2	1	3
Incidental visits	—	—	—	—

17.—1860-61:—School generally below the requirements of the programme.

1862-63:—Favourable as to reading; unfavourable with regard to instruction in other branches.

18.—This school has been established over 30 years, and during that time had been almost the only means of affording an elementary education to the poorer female children in New Ross and vicinity. A large number of these have got comfortable situations in consequence of the education here received. Out of 50 pupils enumerated by the conductors, not less than 20 have in themselves become agents for the diffusion of education, several of these in Australia and Newfoundland; five are governesses at home; seven teaching in National schools. One of these has charge of Cushinstown National School, in this district; one teaching a school in England.

(signed) *C. W. Dugan*,
District Inspector, 2d Class.
(Roman Catholic.)

13 June 1864.

County Wexford, Roll No. 9047.

New Ross, No. 2, Convent National School.

Name of Order, Institute, or Community:—Order of Mercy.

Visited 31 May 1864.—Manager, Mrs. Sinnott, New Ross.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
405	138	85	50	23	18	10	186
Average Age - - - -		6·5	9·5	10	12·3	13	8·7

Answers to Queries.

1. (*a*).—Two, and occasionally three nuns, assisted by two paid monitors and a lay teacher are employed.

1. (*b*).—General acquirements good; the lay teacher, who is paid by the community, shows some skill and intelligence in class teaching; is rather superficial, however, in her matter of instruction.

2.—Efficiency of instruction as yet only medium, but indicating improvement.

3.—The infant pupils are trained and instructed in a separate school-room under one of the nuns, who specially devotes herself to this work. As there is no play-ground, the children get little or no open air recreation, they are allowed, however, to play about the school-room at certain times.

4.—290 pupils have finally left school since its opening, 9, 62. 58 of these being in Class III. and IV., which gives a proportion of one fifth; of this 58, only 13 came to the school in lower classes.

5.—The children are taught school songs by ear merely; no other extra branches taught.

6.—Very fairly successful. I find already that 23 girls can sew and make up simple articles of dress. Nearly all the children, save the new infants, are taught knitting.

7.—The results of the moral training, even during the short time that the school has been in operation, are highly successful. From my own personal observation, I can assert this. When I visited the school shortly after its opening, the girls were in the rudest possible state, boisterous, disobedient, and impudent, the greater part of whose time had been spent running almost wild about the streets, the superiors stated they had little sense of morality at all. I now find these very girls almost quite amenable to order and discipline, somewhat attentive to neatness and propriety, and generally improved in moral training.

8.—Religious instruction from 12 to 12½ daily; arrangements properly observed.

9. (*a*).—Acquirements of monitors only medium, these were the best I could get from amongst the pupils at the time of their appointment.

9. (*b*).—General efficiency as junior instructors tolerable.

9. (*c*).—Specially instructed from 9½ till 10½, and from 5 till 6 p.m.

The same system and regulations as to conduct for the guidance of the monitors, noted in my special report on the Wexford Infant School, exists here. I refer to that report for particulars.

9. (*d*).—As yet none have attended the annual examinations.

10.—Board's rules fairly observed.

11. (*a*).—School-room accommodation adequate.

11. (*b*).—Senior school-room satisfactory in these respects; junior, or lower room badly lighted, and offices in good order. No play grounds.

11. (*c*).—About 400 *l.*

12.—There are ten large maps in the schools, a black-board, easel, ball frame, book-press. Amount of apparatus procured, 1 *l.* 17 *s.* 1 *d.*; amount of sale of stock during 1863, 4 *l.* 11 *s.*

13.—A large number of the destitute and neglected poor girls of New Ross have literally been drawn off the streets, and brought under the influence of instruction, by the operation of this school. The Sisters of Mercy in their rounds of visits to the sick, come into contact with children, who otherwise, most probably, would not think of schooling, and so have peculiar facilities in influencing their attendance.

14.—Several poor female schools, existing in the back streets of the town, have been given up since the establishment of this school, the principal agency has been the personal influence

influence of the nuns, as above mentioned. A certain amount of clothing is also given to the more destitute children in the shape of rewards for good attendance.

15. A.—Tolerable.
15. B.—Superior.
15. C.—Medium.
15. D.—Superior.
15. E.—Superior.
15. F.—Superior.
15. G.—Fair.
15. H.—Superior.
15. I.—Superior.
15. K.—Superior. The nature of the attractive influences has been already referred to in my report upon Wexford Infant School. Schools under the Sisters of Mercy are conducted so similarly, that almost the same observations on this subject are applicable to all.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	School not in operation		1	3
Incidental visits - - - -	–	–	none.	none.

17.—1862. Report on application for aid. General proficiency low. Discipline and order unsatisfactory.

17.—1863. Reading tolerable: indicating improvement. Arithmetic indifferent: children not sufficiently accurate or expert. Penmanship and writing from dictation demanding much improvement.

18.—A bipartite system of organization suggested for each school. The establishment of this school has largely added to the diffusion of elementary instruction amongst the poorer classes of New Ross and its neighbourhood. Instead of diminishing the attendance at the older New Ross Female School, it has actually, as it were, stimulated to an increase.

During the year 1862, at the close of which, this school was opened, there were 637 children on the rolls of New Ross Females, while during the following years there were no less than 964 distinct pupils on the rolls of both schools, representing an increased extension of elementary education to 327 poor girls.

So far the operation of the school has extended National education, and directly must have the effect of attaching those people to the system, who are deriving such a lasting and tangible benefit from it. Even the gentry and laity, in general, with whom I have come into contact, have remarked to me that our system must be more liberal than was supposed, since it can be adopted by the members of specific religious orders. Some, however, have observed to me, that this and similar schools are denominational; the superioress herself pointed out to me her robe, and dress, and crucifix, saying, what is this but "denominational;" but my answer is, there is no denominational teaching, the children use the same books, and receive the same kind of instruction as their Protestant fellows, in purely mixed schools, and there is nothing taught, which in the remotest degree tends to array one denomination against another; this, I believe, to be the end and essence of our system.

This school being only a short time in operation, has not yet supplied or trained any young persons for the office of teacher.

(signed) *C. W. Dugan*, District Inspector, 2d Class.
11 June 1864. (Roman Catholic.)

County Wexford, Roll No. 9047.

New Ross Female (2) Convent National School.

Name of Order, Institute, or Community :—Sisters of Mercy.

Visited 6 June 1864.—Manager, Mrs. Catherine Sinnot, New Ross.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	Total.
—	140	69	52	20	18	10	169
Average Age - - - -		6·5	9·5	10	12·3	13·5	9·4

Answers to Queries.

1. (*a*).—Three ladies, sometimes four, engage in teaching, aided by one paid monitress; two for whom payment is reported, and a young woman, aged 22 years, who has had some experience in school teaching. For the work to be done, the teaching power is insufficient.

1. (*b*).—Of their acquirements, I have not had opportunity to form an opinion; neither their method of teaching, nor their organising skill, is very effective.

2.—Very moderate, but the materials they had to work upon were very raw.

3.—Management and care of infants very good; instruction of those capable of receiving literary instruction rather poor.

4.—The school has been so short a time in operation (accounts opened on 22d September 1862) that no children can be said as yet to have received an education in it.

5.—Nearly all the pupils learn to sing by ear only. Drawing not taught.

6.—Satisfactory.

7.—I learn from the conductors of the school that the children were, at the opening, exceedingly rude and wild; although still rather rough, they have been much improved from what they seem to have been.

8.—Half-an-hour daily at noon.

9. (*a*).—Fair, for their status, which is low.

9. (*b*).—Tolerable.

9. (*c*).—They are specially instructed by one of the ladies.

9. (*d*).—They have not yet been at an annual examination.

10.—Satisfactory.

11. (*a*).—Ample.

11. (*b*).—The light is not very good. The school-rooms are good in other respects.

11. (*c*.)—I did not learn the amount expended. The district inspector will report it.

12.—Supply sufficient. Ditto - - - - - ditto.

13.—It has drawn out a large number of children who never attended any other school; but there was not previously National school accommodation for them.

14.—Not at all, so far as I have learned.

15.—I have inspected only two ordinary girls' schools in this district, between which schools and this a comparison cannot fairly be instituted, the teacher of one having been dismissed on my report, and the teacher of the other having been previously monitor in a convent school; but, compared with those I have visited in other districts.

15. A.—Low.

15. B.—Very good.

15. C.—In vocal music, good.

15. D.—Very good.

15. E.—Very good.

15. F.—Very good.

15. G.—Very good.

15. H.—Commodious; not very well lighted.

15. I.—Very good.

15. K.—Very good.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	- -	- -	- -	3
Incidental visits - - -	—	—	—	—

17.—State of instruction low, but improving.

18.—The school has been so short a time in operation that I believe it has not yet had any great effect of any kind on education.

(signed) *James Patterson*, Head Inspector.

11 June 1864. (Presbyterian.)

County Wexford, Roll No. 3634.

NEWTOWNBARRY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Order of the Faithful Companions of Jesus.

Visited 13 and 14 June 1864.—Manager, Rev. J. D. Hore, N. T. Barry.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
180	67	50	12	26	12	6	106
Average Age - - - -		7·4	9·4	11·7	12·1	15	9·2

Answers

Answers to Queries.

1. (*a*).—The teaching power is inadequate.

1. (*b*).—The acquirements of the teachers are good; method of teaching, earnest and painstaking; organizing skill, tolerable.

2.—The proficiency of the junior classes is low; the instruction of those classes is principally confided to the monitors, and is wanting in efficiency; the proficiency of the higher classes manifested a very fair amount of efficiency of instruction.

3.—There is no infant department in the school.

4.—Of the pupils that have ceased attendance at school, 46·1 per cent. reached the third or higher classes.

5.—The pupils sing several pieces in parts, and with very good effect.

6.—Dress and shirt-making, embroidery, crochet, &c., are taught, and with satisfactory results.

7.—The pupils are clean, orderly, and truthful; their manners are modest and respectful.

8.—The arrangements for religious instruction are from 11.30 to 12.30 o'clock on first five school-days. Those arrangements are carefully observed.

9. (*a*).—There are three monitors. The acquirements of two of them are low; of the remaining one, very fair.

9. (*b*).—One of them is very efficient; the others but tolerably so.

9. (*c*).—They receive instructions from 2.30 to 4 o'clock on each of the first five school-days, and from 1.30 to 4.30 o'clock on Saturday.

9. (*d*).—One monitor was admonished for deficiency in grammar, geography, and spelling; another, for deficiency in grammar, geography, and lesson-books; the remaining one is not a year in the Board's service.

10.—The rules of the Board are strictly observed.

11. (*a*.)—There is accommodation for 159 pupils.

11. (*b*).—The school-room is low, and the windows, with the exception of two small ones, are in one side of it. Hence the light, but more especially the ventilation, is imperfect. The out-offices are in good repair, and well kept.

11. (*c*).—The school-house, &c., were not built by the community. I could not ascertain the expense incurred.

12.—The supply of maps and usual school-requisites is fair; that of charts and apparatus, insufficient. The charts and apparatus purchased by the community cost 3 *l.*; the amount of school requisites for the past year, 2 *l.* 8 *s.* 8 *d.*

13.—The attendance is composed of the children of the more destitute, and is 45.6 per cent. larger than it was when the school was conducted by a lay female teacher. The nuns got charge of the school in August 1861.

14.—The attendance at one of the neighbouring female schools has been considerably diminished by the operation of this school, and at another partially. The former school is very inefficiently conducted; the latter, fairly. Those pupils told me that it is in obedience to their parents' wishes that they attend this school, and that no other agency was brought to bear.

15. A.—The general course of instruction is less efficient than in the best of the girls' schools.

15. B.—There is no infant department.

15. C.—The instruction in music is on a par with that in the girls' schools of the district.

15. D.—Industrial instruction receives greater attention than in the ordinary schools, and considerably superior results are attained.

15. E.—The moral training is superior.

15. F.—Religious instruction is carefully attended to; the time devoted to it is longer than in the ordinary schools.

15. G.—The rules of the Board are as strictly observed as in any other National School.

15. H.—The school-room is not nearly so well adapted for school purposes as many of the ordinary girls' schools. Superior attention is, however, given to the cleanliness and order of the room.

15. I.—The supply of educational apparatus is smaller than in several of the other schools.

15. K.—The attractive influence is greater than that of an ordinary girls' school, as is shown by the great increase of attendance since this school was given in charge to the nuns.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	3	3	3
Incidental visits - - -	–	–	1	1

17.—Partially favourable.

18.—This was a lay female school up to 1861. In the August of that year it was put under the care of the religious order that now has charge of it. Judging by the observations recorded by the Inspector, the school was most inefficiently conducted by the lay teacher, and the state of proficiency of the pupils most unsatisfactory when the nuns got charge; since which it would appear that a gradual improvement has been going on in the literary state of the school, and a very marked one in its moral and industrial condition.

As a convent school, its existence is too brief to allow of its having had much effect on education in the district. It has, however, extended national education among the poor; for, after excluding all children attracted from other National Schools, I find the attendance

is now 22 per cent. larger than it was under a lay teacher. The connexion of this school with the Board tends to strengthen the confidence of the people in the impartiality of the national system of education.

(signed) *Wm. Healy,*
Sub-Inspector
(Roman Catholic).

15 June 1864.

County Wexford, Roll No. 8,221.

TEMPLESHANNON CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community :—Order of Mercy.

Visited 24 May 1864.—Manager, Rev. Thomas Roche, Enniscorthy.

Total Number of Distinct Pupils on Rolls for the year 1863.	Number of Pupils in Average Attendance for the year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
216	89	42	19	5	10	8	84
Average Age - - - -		6	9·4	9·6	12·2	12·6	—

Answers to Queries.

1. (*a*).—Teaching power fairly adequate in point of mere number of teachers. Four of the nuns, two at a time, are employed in conducting the school; viz., two from 9½ till 1½ o'clock, and two from 1½ till 3 o'clock.

1. (*b*).—Literary acquirements pretty good. Until very lately there seemed to be no fixed method of teaching, or organizing power brought into play. During my late visits to the school I gave a good deal of instructions, by precept and example, on these points, and am glad to say that every effort has been made to carry them out.

2.—In literary instruction, taking the programme as a guide, the school is not at all so efficient as some of the good female schools of the district.

3.—The management, care, and instruction of the infant pupils is, on the whole, pretty fair. There is an excellent gallery at one end of the room, where instruction is given alternately with lessons in floor drafts; the greater portion of school-time, however, being spent in the gallery, the children have frequent recreation, and a supply of pure drinking water is provided for their use. Object lessons are given, illustrated from an educational cabinet and picture tablets, not, however, with adequate skill. Reading taught by the children distinguishing the forms and sounds of words. Explanation most generally on elliptic method. Parts of speech and outline map of world taught twice a week.

4.—I find the total number of distinct pupils struck off rolls, since opening of school in 1859, 500; of these 84 were in classes III and IV, were 13 years of age or upwards, and may be considered as having finally left school for their several avocations in life; of this 84 not more than 12 or $\frac{1}{7}$th commenced in this school in lower classes; in other words, $\frac{6}{7}$ths of those who have finally left school entered and left in the same classes.

5.—Instruction in music limited to mere singing by ear of sacred and ordinary school songs. The infants are taught to copy simple outlines of objects; the monitors also recieve a little instruction in outline drawing. Being only lately introduced, the instruction is attended with only very meagre results. Other extra branches: none taught.

6.—Needlework is taught during three-quarters of an hour daily; all, save the infant classes, are taught plain sewing. The more grown girls, those in Classes III. and IV., are taught to cut out and sew articles of dress for themselves, under the care of one of the nuns, to knit plain stockings, and work crochet and sewed muslin.

7.—Very satisfactory, when relatively considered; the children are generally from the lowest and poorest classes. Previous to the opening of the school they were running idle and wild through the streets of the poor suburb in which the convent is situate. At present they are obedient to their teachers, few examples of disregard for truth occur, their personal demeanour is respectful, and some little attention is paid to personal cleanliness and neatness.

8.—Catechism and prayer from 9.30 till 10.10; Angelus repeated and sacred hymn from 12.0 till 12.30; litany of B. V. M. from 2.35 till 2.40. These specified arrangements are very fairly observed.

9. (*a*).—There are three paid and three unpaid monitors in the school; the latter are selected from

from class IV., and are kept permanently employed; out of these, vacancies in the paid staff are generally filled up. Both classes of monitors are of average acquirements.

9. (*b*).—As junior instructors, they are hardly efficient, not being kept up to their work by the conductors with sufficient strictness; they are not, however, inferior to the average run in ordinary National Schools.

9. (*c*).—All the monitors daily receive special instruction inside school hours, but in a room separate from the ordinary school room, during at least one hour. The course of instruction embraces the ordinary literary branches, together with lessons on method, such as learned from the Inspector's oral and written observations. On my recommendation the principal conductor procured Mayer & Luke's Handbooks on Object Lessons, Dawe's Hints, &c., and Young's Infant School Manual; from these works occasional instruction is also given to the monitors. Precept is, however, not very faithfully carried into practice. Their courses of instruction are set forth in a special time table. A general examination is held a few days previous to the summer and Christmas vacations, and, in the time table, it is stated that a premium is given to the monitor who exhibits the highest proficiency and skill in teaching, according to the national system; the highest premium given for general good conduct. The monitors are also expected to devote at least half-an-hour after 3 o'clock to needlework, drawing, writing from dictation, or, in fact, any branch in which they may be most backward.

9. (*d*).—During the past two years the paid monitors have not been allowed to attend the annual examinations; I have, therefore, had no definite means of determining their relative proficiency, or of forming an estimate of their progress.

10.—I have always found the Board's rules faithfully observed.

11. (*a*).—Quite adequate.

11. (*b*).—Very satisfactory.

11. (*c*).—The cost of building and furnishing the school house and offices was about 300*l.*, derived from private contributions. A ground-rent of 12*l.* is also paid from the same sources.

12.—The school is well supplied with educational apparatus and class requisites. The amount of apparatus procured since the opening of the school in 1859, 2*l.* 18*s.* 10*d.*; that of class requisites, as sale stock, 11*l.* 1*s.* 7*d.*; this gives an average of 10*d.* a year for each child in average attendance, and 6½*d.* for each of the average on rolls. Five large maps (boards), two smaller (Johnston's), two large black boards and easles, one large ball frame and black board, one Edwards's educational cabinet, one pair of semi-globes.

13.—In this way the school has had a decidedly beneficial effect. Several girls of destitute parents receive some instruction in their catechism and religious duties, and in the elements of reading, arithmetic, and writing, who probably would never have ever thought of attending an ordinary lay school. A large number of such children are still, however, to be found roaming about the streets and pavements in the neglected locality in which the school is situate.

14.—Until the establishment of the model school there were no lay female schools for the poor in its locality. A mixed school, attended by 30 or 40 girls, existed in Templeshannon until last year, when the master was dispossessed and the house converted into a convent for the nuns. Previously to 1859, the educational wants of this part of the town were so neglected that the Roman Catholic Bishop decided on establishing schools for boys and girls. Separate school houses were accordingly built on opposite sides of the street; the boys' school being placed under the care of the Christian Brothers, that of the girls, or present one, under the Sisters of Mercy, a branch of which order was sent for the purpose from the parent house at Wexford. It is probable, however, that the erection of the model schools hastened the establishment of them in order to anticipation of action.

15. A.—The efficiency as to general course of instruction is inferior to that of the few girls' schools in the district, having a fair character compared with a good school such as Kilturk of Roll No. 6,624, it is decidedly, and in a great degree, inferior.

15. B.—The infant pupils are, perhaps, better managed and cared for, than in the ordinary girls' schools; in some few, however, they are equally well attended to.

15. C.—Superior to some girls' schools in this respect. Inferior to others.

15. D.—Superior. This is a portion of school teaching which is comparatively neglected in ordinary female schools. In this and other convent schools, however, it is much more widely taught, and practically developed.

15. E.—Considering the class of children that attend this convent school, subject to all the demoralising influences that surround poverty and neglect in the outlying streets of towns, the moral training that preserves from actual vice must be really good. It has done more, however; it has inculcated attention to truth, decency, and propriety, and most of those minor morals which go so far to preserve the heart unsullied. In this way, I believe, that the amount of moral training is greater than that which exists in ordinary rural female schools.

I regret not having space here to describe the system pursued in promoting moral habits amongst the pupils. The system, however, is the same as that adopted in the Wexford infant school, in the Report upon which it will be briefly given.

15. F.—I am informed that the children from this school have, of late years, given much more satisfaction to the clergymen at the periodical examination, such as preparatory to confirmation, first communion, than those from the ordinary national schools. They are better grounded in their catechism and acquainted with the performance of their several religious duties.

15. G.—With the exception of having a small cross placed over the door-way, I consider that the Board's rules are well observed.

15. H.—Much superior.

15. I.—Generally superior.

15. K.—Convent schools must always present an attractive influence superior to that of ordinary girls' schools.—1. Because the parents, poor and negligent, of themselves, as they may be both morally and intellectually, have such a reverence for the unselfish and exalted character of the nuns that of course they knew their children will receive a better moral and religious training.—2. They look upon nuns' schools, as more respectable than ordinary national schools. I also know that the Sisters of Mercy in their visits to the sick and dying poor, have superior opportunities for influencing the parents to send their children to school, as well as for discovering where the greatest neglect exists.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - - -	1	1	2	3
Incidental visits - - - -	–	–	–	–

17.—1860. General proficiency, medium; school, promising.

1861. General proficiency below the minimum laid down in programme.

1862. Reading, medium; penmanship, indifferent; arithmetic, indifferent; other branches, medium.

1863. Reading, fair; penmanship, indifferent; arithmetic, unsatisfactory; other branches indifferent.

18.—There is no doubt but that under the circumstances the establishment of this has contributed to increase the amount of education in the district.—1. By affording greater facilities for this end than existed before.—2. By means of the attractive influences brought to bear, as noted at Query 15 K, and which always, in this country at least, must accompany such schools.

It has, to a certain extent, also improved the quality of the education by originating a competition with the older established school under the Presentation Nuns. Had this school not existed, it is probable, however, that several independent female schools for the poor would have been established, and that these, by competition, would also have increased to a similar extent the actual amount of education. In this case, I believe that the moral and religious training which should form the major part of the education of the poor would not have been so good or so widely diffused.

Being only a short time in operation, only very few persons have been prepared in it for the business of teaching. These few have become nursery governesses and junior teachers in respectable families.

For the same cause, it has not supplied our nationl aschools with any teachers up to the present; one young person, the late paid monitress, is a candidate for a school. She is only tolerably qualified.

(signed) *C. Winston Dugan,*
District Inspector, Second Class
(Roman Catholic).

7 June 1864.

County Wexford, Roll No. 969.

WEXFORD, No. 1, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Order.

Visited 2 and 8 June 1864.—Manager, Mrs. Kenny, Wexford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
725	270	31—125	38	44	47	15	300
Average Age - - -		6·3	10	10·2	11·7	13	8·2

Answers to Queries.

1. (*a*).—Six nuns constantly employed during the day; three in each schoolroom; these are assisted by five paid monitors, and six other girls employed by the community. At present, the teaching power, if properly directed, is quite adequate.

2. (*b*).—Acquirements very fair:—Method of teaching, desultory; organising skill, medium.

The

The superioress has, however, approved of a system of school conduct recommended by me at inspections, and more in detail in a letter forwarded by me after my visits in August and October 1863. I consider that a good deal of improvement has been effected in the school during the past six months. During six months in 1861–62, Mr. Haurahan, teacher of Wexford Male National School, was employed for the instruction of the Nuns in the methods of conducting National Schools.

2.—Efficiency of literary instruction tolerable. The sequel, 3d, and 4th classes have, however, made very satisfactory progress in reading. The 4th class alone seems to have approached the proficiency required in the other branches.

3.—The infant pupils and junior division of Class 2 occupy one of the spacious new school-rooms; the management and care of the infants is specially entrusted to one of the lay teachers mentioned above. Saving the mere physical care, this person possesses little or no skill as an infant teacher.

4.—Not answered.

5.—The children are taught to sing the Litany and hymns by ear. No instruction in drawing or other extra branches.

6.—Satisfactory; a large proportion of the girls are taught needlework of a plain and useful character.

7.—The moral training appears very good: the children are happy-looking and contented in school; cheerful and obedient in performing their several duties; respectful in demeanour; neat and tidy in personal appearance.

8.—From 9.50 till 10, a short prayer; 12 till 12.5, Angelus repeated; 2¾ till 3, short lessons in catechism. I believe that these arrangements are punctually observed.

9. (*a*).—Acquirements of monitors not sufficiently advanced for their respective classes and years of service; the conductors frequently complain of their want of industry, and inattention to studies.

9. (*b*).—I consider that not more than two are even tolerably efficient as instructors; they are, however, improving in this respect.

9. (*c*).—Special instruction given, during about one hour daily, on the several subjects required in programme; lessons on method are occasionally prepared from Dawe's Hints, and Young's Manual; monitors to exemplify these methods in teaching their classes. This course has been in operation only about six months, and was adopted at my suggestion. Up to June 1863, special instruction was given by Mr. Haurahan, teacher of Wexford Male National School, who, under an arrangement made in 1856, was allowed 5*s.* a quarter for each.

9. (*d*).—Their answering, however, at the annual examinations was only medium, never exceeding 50 per cent. at the written examination, and for two monitors not more than 30 per cent at the oral. Mr. Hunter, Head Inspector, and myself having considered that payment by result was preferable to a fixed rate of remuneration, recommended that the arrangement with Mr. Haurahan should terminate in July 1863. Since January 1864, special instruction has been given by the superioress inside school-hours—viz., from 9¼ to 10, and from 2½ to 3, daily.

10.—I am informed by the superioress, though the fact has not come under my own observation, that the children are in the habit of making the sign of the cross and repeating the "Hail Mary" when the clock strikes.

11.—Just sufficient. Occasionally, however, the schoolrooms are overcrowded.

11. (*b*).—The schoolrooms are handsomely painted, cheerful, well lighted and ventilated.

11. (*c*).—The schoolhouse and offices, which have been newly built, cost for erection and fittings about 800 *l.* This was derived from bequests, local contributions, proceeds from charity sermons and bazaars, with 100 *l.* from the funds of the community. The fittings are excellent; the school desks of handsome polished birch, with neat brass inkstands.

12.—School supplied with 8 large maps (boards), two of Johnston's maps, four of Betts' Interrogatory, ball-frames, black-boards, easel, pair six-inch semi-globes. Cost of apparatus, 3 *l.* 3 *s.* 3 *d.* About 7 *l.* worth of sale stock procured during 1863.

13.—Numbers of the poorer children in the town of Wexford have been induced to attend this school who otherwise, probably, would never have received any education whatever. This is owing partly to the exertions of the local clergy, but chiefly to the growth of esteem and veneration in which the nuns are held by the parents, and to the affectionate care and solicitude exhibited by these pious ladies for the orphan and destitute female poor.

14.—Formerly there was a large female school in the town, known as the Female Lancasterian school. On the establishment of the present one, however, it immediately began to fall away, and in a very short time ceased altogether. This was brought about by the influence of the parish clergymen, who at once gave their warmest support to the convent school in a similar way as they have done for the Christian Brothers in the case of the boys' school.

At present there are only a few female lay schools in the town, and these are of the character of what is known as a "Dame School." The attendance at Pierestown female and Castlebridge female National Schools is materially lessened.

15. A.—Reading much superior in taste and expressiveness. In other literary branches I consider ordinary female schools to be quite as efficient.

15. B.—The infant pupils are pretty well managed and cared for; the majority are, however, taught little or nothing, and may be said to be merely kept in order. They are taught reading on the usual laborious plan; elements of number, from ball-frame; geography from maps and semi-globes.

15. C.—None.

15. D.—Industrial instruction well attended to; every child capable of handling a needle learns to sew. About 50 girls are fairly proficient in all kinds of sewing; 20 can knit stockings and quilts; 10 at fancy work; 12 at straw-platting. These latter have the materials provided at the school, and the work done, in the shape of coarse hats and bonnets, is given to themselves.

15. E.—The moral training appears to be excellent. The superioress and manager of the school is a most simpleminded amiable woman, and one cannot but admire the almost motherly and affectionate manner in which she speaks of and treats the pupils—this is the great secret of the successful moral training. She assures me that about 15 years ago the children were very backward in this respect, and the community had had a great deal of trouble in bringing the school to its present state. I observe in this school, what I have often recommended to be done for ordinary National Schools, the suspension of large tablets containing lessons on the greater and lesser morals, which can be read across the room; such as truth, honesty, honour, justice, gratitude, affection, love of parents, fear and love of God, personal cleanliness, decency, politeness. These I have merely jotted down from the heads of the tablets.

15. F.—The children seem to be better instructed in their religious duties than those of ordinary National Schools; they understand the catechism and religious observances somewhat more thoroughly.

15. G.—

15. H.—Far superior to that of ordinary National Schools; the rooms are large, airy, and cheerful; the desks and seats are very comfortable, but too crowded in the senior school-room; the gallery in the junior room is by no means well or suitably constructed.

15. I.—Supply of educational apparatus much superior.

15. K.—The attractive influence for the children of the poor is certainly much greater than in the case of ordinary schools: in the first place, the poor Roman Catholic girls naturally desire to be under the care and protection of these ladies, whose mission it is to educate and train up orphans and all those whose parents are unable to look after them. The members of the order make a vow to this effect; it is, in fact, the end and object of the institution. Secondly, the nuns, being polished and educated ladies, possess in themselves an attractive influence for girls of the lower orders which ordinary female teachers do not possess.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	1	2	2	3
Incidental visits - - -	–	1	–	–

17.—1860 and 1861. Reading good; not up to the requirements of the programme in other branches.

1862. Satisfactory in reading; defective in other branches; classification of pupils defective.

1863. Reading good; conductors' attention drawn to the necessity for improved classification of children. A system of organization recommended as detailed in letter to the manager after my visit 17th August 1863.

18.—This school, originally established in 1818 and placed in connection with the National Board in 1834, has certainly contributed very largely to the spread of education among the poor of the town of Wexford and its vicinity. I am not prepared to say but that, in the absence of this or similar schools, the competition which would have resulted from the operation of two or three ordinary female schools might not have produced a degree of education equal, or even superior in amount; certainly, however, it would not have been so extended. The nuns certainly desire to increase their schools as much as possible, a desire which has been harshly termed "intolerance of competition;" but this arises, I consider, from a sincere belief that their schools are the best for the female poor. On behalf of the convent schools in my district, I repudiate any such motive as that of obtaining a larger capitation grant. In the present case, the greater part of this grant is expended in payment of assistants and monitors, six in number, employed by the community in addition to those paid by the board. A large number of young girls have been educated here as private junior teachers and nursery governesses; the greater part have emigrated; the remainder have been employed in the families of respectable farmers.

Several young persons have also been trained here for the office of National Teacher; those that I have met with are distinguished for their mildness and correctness of manner; defective, however, in organizing skill and power as instructors.

(signed) *C. W. Dugan,*
District Inspector, Second Class
(Roman Catholic).

11 June 1864.

County Wexford, Roll No. 4,949.

WEXFORD, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Order of Mercy.

Visited 8 and 9 June 1864.—Manager, Mrs. Walsh, Wexford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
402	159	59–90	45	24	8	17	243
Average Age - - -		5·6	8·5	9·7	9·2	11·9	7·8

Answers to Queries.

1. (*a*).—Six nuns engaged during the day, viz., two from 9½ to 2 o'clock; and four from 11 to 3 o'clock; these are assisted by four senior and one junior monitors.

1. (*b*).—Acquirements good; deficient in technical skill and method. The school has been lately organized on the tripartite system, according to my instructions at last inspection. The conductors expect a high degree of improvement as a result. I find them, at all events, most anxious to obtain instruction and information on such matters.

2.—Efficiency of instruction indifferent; the children appear to be superficially taught. Reading appears to be the only subject in which they have made satisfactory progress.

3.—There are separate infant schools for the boys and girls; this seems carrying a little too far the system of separating the sexes in schools. The pupils are pretty well managed and attended to; their literary instruction amounts to little or nothing. This work, the drudgery of the school, is almost given up to girls from sequel and third classes, who are utterly incompetent to teach. One of the nuns, however, frequently superintends. I pointed out this great defect, which the manager promised immediately to have remedied. Several of the poorer children, about nine or ten, received bread from the nuns at lunch time.

4.—About one-seventh. Of these, again, about four-fifths leave in Class III.; one-fifth in Class IV.

5.—The infant pupils merely are taught suitable school songs. No other instruction given in these branches.

6.—Industrial instruction embraces plain sewing, cutting out, knitting, and fancy work. Senior classes competent to sew their own articles of clothing, but only two or three can cut out.

7.—The moral training of the children receives special attention. The conductors assure me that out of so large a number, not more than three could be considered as at all inclined to vice; these they are trying to reclaim; a few instances of untruthfulness occur. The children, on the whole, are much improved in their manner and conduct; attentive to personal propriety and cleanliness. A complete system of marks and rewards for good conduct prevails, which I have not space to describe here.

8.—From 12 till 12½ o'clock, repetition of Angelus, and lessons in catechism; from 2 to 3.5 o'clock, repeating Litany at dismissal. These are fully observed.

9. (*a*).—Acquirements of monitors pretty good; one of these, Joanna Devereux, answered remarkably well at last annual examination.

9. (*b*).—Efficiency as junior instructors, medium; the conductors, although most industrious and anxious for their improvement, are in themselves not acquainted with the technical approved methods.

9. (*c*).—They receive special instruction inside school-hours, during about an hour daily. The following is the programme for instruction and distribution of time:—Copy, A. M. D. G.

Distribution of Time for Senior and Junior Monitors:

Monday.—Spelling, Geography, Tables, Dictation, Reading.
Tuesday.—Spelling, Grammar, Tables, Reading.
Wednesday.—Geography, Tables, Dictation, Reading.
Thursday.—Spelling, Grammar, Tables, Reading.
Friday.—Repetitions, Maps, Tables, Reading.

They are taught daily by the same sister, who is chosen on ground of special competence.

9. (*d*).—There are four unpaid monitors engaged in teaching during about two hours daily. These generally teach the junior classes, and receive marks for efficiency, such as

three for teaching a child her letters; two for having a child prepared for promotion from one draft of Class I. to another of same class; only one is awarded for a similar service in other classs. This plan is good under vigilant and searching superintendence, otherwise it leads to much defect and injury; here I find that it leads to over-classification and superficial instruction. In the monitors' class-room is suspended a tablet containing rules for their conduct. In this they are reminded of the distinguished place they hold in the school; to be an example to the others; to show an anxiety for their welfare and improvement; to conduct their classes carefully; to be most attentive to the rules of the school and the directions of the nuns; to govern their temper, and reminded of the advantages of this in afterlife; to attend on the first Thursday of each month, to be told of their faults and omissions, and to be instructed in the method of teaching. Answering of monitors at the examinations of 1862 and 1863, satisfactory.

10.—An engraving of the Crucifixion is suspended over the fireplace in principal school-room. The children wear good-conduct and sodality medals; obverse, a figure of the Guardian Angel; reverse, portrait of some saint, with a prayer or legend.

11. (*a*).—The school and class rooms afford adequate accommodation for the pupils in attendance.

11. (*b*).—Satisfactory.

11. (*c*).—I am unable to ascertain the exact expense of building and furnishing; it may, however, be estimated at about 300 *l.*, contributed by a private gentleman, a native of Wexford, but at present abroad.

12.—Well supplied; the amount of sale stock procured since September 1860=12 *l.* 10 *s.*; that of apparatus since December 1859=9 *l.* 12 *s.* 6 *d.*. Neat glass cases have also been provided, at a cost of 3 *l.*, for holding educational objects, such as in Edwards' Cabinet.

13.—The Sisters of Mercy conducting this school, in their visit to the houses of the destitute poor to attend the sick and dying, come in contact with the very classes who most neglect the education of their children, and have therefore rare opportunities for inducing the attendance of these at their school. In this way many almost abandoned and orphan girls are brought under the influence of instruction, and rescued from moral pollution, ever existing in the back slums and streets of crowded towns.

14.—The operation of this school has to a slight extent lessened the attendance at national schools about three miles distant. All the other lay female schools, save a few infant schools in obscure parts of the town, have been completely absorbed by this and the Wexford Female School. A complete system of organisation exists for preventing truancy, and enforcing attendance at these two convent schools. The town is divided into districts, each under the care of a curate. Lists of absentees, and those who ought to be at school, are furnished to these monthly, classified according to the streets and districts; the influence of the clergyman is immediately exerted, and thus the attendance is kept up.

15. A.—About equal to ordinary female schools in point of efficiency.

15. B.—Tolerable.

15. C.—None given.

15. D.—Very fair; superior to the generality of female schools for the poor.

15. E.—Far superior.

15. F.—Superior.

15. G.—Very fairly observed, save Rule 8, Section III., violated as noted at Query 10.

15. H.—Superior; the school-room is very cheerful, spacious, and well ventilated. Out-offices in good order; playground rather small, but clean and dry.

15. I.—Superior.

15. K.—Superior. In addition to the attractive influences, which the conductors possess, in their character as nuns, for the girls of the Roman Catholic poor, they have also, in their capacity as Sisters of Mercy, an additional influence and power in persuading the parents to send their children to school. Rewards of clothing are also given for good attendance. These clothes are provided by a Ladies' Society, and given to the nuns for distribution.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	1	2	3
Incidental visits - - -	–	–	–	1

17.—Generally speaking, unfavourable as to proficiency in all subjects, save reading.

18.—This school, established in 1845, is in direct competition with the older school under the Presentation Nuns. The remark in my report on that school, as to extent and quality of instruction, is fully applicable here. There are several points in the internal management and discipline not observed in the ordinary schools, with which I am acquainted, and which in the hands of able and skilful teachers would undoubtedly be productive of the best results in school conduct; I allude to the system of rewards for good attendance, general good conduct, progress, attention to neatness and order, given to the pupils in general, and to the monitorial staff, for efficiency in teaching, for preparing a child for promotion, &c. These little rewards, in the shape of medals with coloured ribbons are generally given in connection with two sodalities which exist in the school; one of the Infant Jesus, the other of the Guardian Angel. A small, neatly hand-printed tablet, containing the conditions upon which the good-conduct medal is awarded, is suspended in the room; also one for aspirants to be members of the sodalities. The rewards are determined by the number of marks opposite the names of the pupil in what is called the Judgment Book.

Several

Several young girls have been trained at this school for the office of National teacher; two—viz., Marian Graham II.[2], Castlebridge Female School, and M. A. Fitzpatrick, III.[2]; (depressed from III.[1]), Redgate School—are in my district. Neither of these is at all remarkable for efficiency.

(signed) *C. W. Dugan*, District Inspector, 2d Class.
(Roman Catholic.)

11 June 1864.

County Wexford, Roll No. 969.

WEXFORD, FEMALE, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Presentation Nuns.

Visited 7 and 8 June 1864.—Manager, Mrs. M. A. Kenny, Wexford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
—	269	156	38	44	47	15	300
Average Age - - - -		6·3	10	10·2	11·7	13	8·5

Answers to Queries.

1. (*a*).—In all nine ladies are employed. These relieve each other, so that six are engaged simultaneously the greater part of the day. The number is scarcely sufficient for the work to be done.

1. (*b*).—Of their acquirements I cannot speak. In teaching they follow the Board's programme with moderate success. Their organizing skill is moderate.

2.—In reading, fair; in penmanship, medium; in other branches of the literary programme, low.

3.—Very good.

4.—Of the 166 pupils struck off the books since 1st July 1861, 28 had reached the third class.

5.—Music (singing by ear) taught only as a part of the religious instruction. Drawing not taught, but going to be taught.

6.—Very good, both as to numbers, learning, and proficiency.

7.—The morals of the pupils are carefully attended to. These nuns are rather unskilful in maintaining order.

8.—Half-an-hour at noon and a few minutes at dismissal daily devoted to it.

9. (*a*).—Of two monitors very fair; these are in their fifth year. Acquirements of the others pretty fair.

9. (*b*).—Moderate; the school is so noisy that they labour under difficulties.

9. (*c*).—They are specially instructed by the ladies.

9. (*d*).—The District Inspector will state the results in his report. I have not seen the papers.

10.—I believe that they are well observed, with the single exception that the inscription "National School" cannot be seen from the street.

11. (*a*).—There is ample space, but at present not well arranged; improvements are contemplated.

11. (*b*).—Excellent.

11. (*c*).—About 600 *l.*

12.—There is a very good supply. The District Inspector will state the expense incurred previous to 1860. Since 1859, 14 *l.* 1 *s.* 6 *d.* has been paid for apparatus at reduced rates.

13.—The school is crowded with children who have not within their reach any other female national school, except another convent school, which is also crowded.

14.—There is no lay female national school within range of its influence.

15.—Knowing scarcely anything of the ordinary schools in this district, I compare this convent school with ordinary schools which I have examined in other districts.

15. A.—Reading, fair; in penmanship, medium; in other branches, low.

15. B.—Equal to most in the instruction given to the infants; equal to any in the care taken of them.

15. C.—Not at present taught as secular instruction.

15. D.—Equal to the best.

15. E.—
15. F.—
15. G.— } Equal to those in which I have observed no defect (leaving out of account the position of the inscription).

15. H.—Not so well arranged as some, but about to be improved; much larger than any ordinary school.

15. I.—As well supplied as any.

15. K.—The large attendance, and the high proportion it bears to the number on rolls, prove that the school has a most attractive influence.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	1	1	1	1
Incidental visits - - -	1	1	2	2

The two visits in 1862, and the two in 1863, noted here as "incidental," may have been inspections, but they are recorded only in the Report Book, without particulars as to classes examined.

17.—Moderately favourable.

18.—I am as yet so little acquainted with the district, as to be unable to say what effect this convent school has had upon it. The instruction given in it accords, so far as it goes, with the Board's programme, but does not come up to its requirements. I believe, however, that the school is progressing in efficiency.

(signed) *James Patterson*, Head Inspector.
10 June 1864. (Presbyterian.)

County Wexford, Roll No. 4949.

WEXFORD, INFANT, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Sisters of Mercy.

Visited 9 June 1864.—Manager, The Sister, M. Evangelist, Convent of Mercy, Wexford.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
402	161	149	46	24	8	17	244
Average Age - - -		5·6	8·5	9·7	9·2	11·9	7·2

Answers to Queries.

1. (*a*).—Sufficient in number.

1. (*b*).—Organizing skill but middling; method of teaching not effective: acquirements, I cannot say.

2.—Very moderate.

3.—The infants are taken good care of, and are well instructed in singing and some other exercises suited to children too young to learn to read.

4.—Of the 492 pupils struck off the register since 1st January 1859, 63 had reached 3d class.

5.—Singing by ear is effectively taught, and the children take great pleasure in it.

6.—Plain sewing and knitting are taught with satisfactory results as to numbers and proficiency of pupils.

7.—The children are trained to good moral habits, but, owing to the defective organizing skill of the teachers, their manners are rather disorderly.

8.—Half an hour daily at noon, and a few minutes at dismissal.

9. (*a*).—Satisfactory.

9. (*b*).—They seem to have an aptitude for teaching, yet the results are meagre.

9. (*c*).—They are regularly instructed by the nuns.

9. (*d*).—Stated in the District Inspector's Report. I have never seen their papers.

10.—I observed nothing that seemed to be in contravention of the rules, except an engraving representing the Crucifixion hung on the wall, and some French medals, by which the best children were distinguished, one kind of which had for inscription an invocation of the Blessed Virgin, and on the reverse an intended representation of the Holy Trinity.

11. (*a*).—
11. (*b*).— } Very good.

11. (*c*).—Amount stated in the District Inspector's Report.

12.—The supply is sufficient for the wants of the school.

13.—The school is crowded with children, who have not within their reach any other female national school except another convent school, which is also crowded.

14.—There is no lay female national school within its influence.

15.—I know scarcely anything of the ordinary national schools of the district, but comparing it with those I know elsewhere,—

15. A.—Low.

15. B.—Equal to most in care of the infants; inferior to good schools in instruction, except in singing.

15. C.—Equal to any in which the theory of music is not taught. No drawing, &c.

15. D.—Equal to most.

15. E.—Equal to any (so far as I had an opportunity of judging) in the inculcation of good moral principles; not equal to very good schools in preservation of order.

15. F.—Equal to any.

15. G.—*See* answer to Query 10.

15. H.—Equal to any.

15. I.—Better than most.

15. K.—The large attendance, and its high proportion to the number on rolls, prove that this school has a most attractive influence.

	1860.	1861.	1862.	1863.
16.—Inspections - - - -	2	1	1	—
Incidental visits - - -	- -	- -	- -	3

The three visits made in 1863 may have been inspections; but as they are not noted in the Observation Book, I mention them as incidental visits merely.

17.—Those in 1860 and 1861 entirely laudatory; those in 1862 less favourable; none in 1863.

18.—A considerable number of children have in this school begun to learn to read and write, and have been instructed in needlework and singing. This, in addition to their moral and religious training, seems to be nearly the extent of the operations of the school—a very small number of pupils probably having attained satisfactory proficiency in the programme for the junior classes.

(signed) *Jas. Patterson*, Head Inspector.
(Presbyterian.)

18 June 1864.

County Wicklow, Roll No. 7180.

BRAY, No. 2, CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Institute of the Blessed Virgin (Loretto).

Visited 27 & 30 May 1864.—Manager, Mrs. C. Lopez, Bray.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
491	212	141	50	18	12	14	235
Average Age - - -		5·9	8·7	10·1	12·9	12·2	8·38

Answers to Queries.

1. (*a*).—The teaching power is fairly adequate to the requirements of the school. Two of the Sisters teach constantly, and three others for parts of the school-time.

1. (*b*.)—The conductors are well qualified in point of attainments: they apply improved methods of teaching with earnestness and intelligence, and are skilful and precise in maintaining discipline and regulating the general mechanism of the school. The Sister in chief charge was trained at the Central Model School in 1848, and the second teacher in 1842 or 1843.

2.—The general results of instruction are of a creditable character, and it would appear from the reports of my predecessor that the efficiency of the school has latterly been increasing.

3.—The infants are accommodated in a distinct school-room, are instructed efficiently, and educated and managed with great kindness and tact.

4.—Sixty-six per cent.

5.—Singing is taught by ear with excellent effect. No other extra branch.

6.—The industrial training embraces the second and higher classes. Plain and fancy needlework, with a preference for the former, are taught carefully, and with a very fair amount of success.

7.—The moral tone of the school is excellent; habits of obedience, order, and tidiness are assiduously cultivated, the children being at the same time perfectly cheerful and contented.

8.—Religious instruction is given for 35 minutes each day; seven or eight nuns, besides those mentioned above, taking part in this duty. The arrangements are punctually observed.

9. (*a*).—At present there are but two paid monitors. One of these is very creditably prepared; the other's acquirements are only medium. It has been difficult to provide suitable young persons, as remunerative employment can be had in Bray at an early age.

9. (*b*).—They are useful in teaching the junior classes, one, especially, rendering very effective aid.

9. (*c*).—They receive special instruction for an hour before the general business commences, and for about three quarters of an hour after it closes.

9. (*d*).—They appear to have answered creditably at the last yearly examination, held by my predecessor, gratuities for their instruction having been awarded to the Sisters.

10.—The Board's rules are duly observed by the conductors.

11. (*a*).—Two school-rooms and a class-room afford area for 275 children, at six square feet per pupil.

11. (*b*).—The site is admirably healthy and suitable; two of the three rooms very well lighted and ventilated, and all lofty. The infants' room, opened about a year since, requires some improvement as to ventilation.

11. (*c*).—The building, formerly part of the out-offices of a private mansion, was adapted to school purposes at an actual cost (borne by the convent) of 308 *l.* 15 *s.* The expense, *ab initio*, of house furniture &c. may be estimated, according to the official standard, at 590 *l.*

12.—A sufficient supply of large maps obtained as free stock from the Board. The usual books and stationery are purchased by the pupils; a small supply of pictures, expense trifling.

13.—The parents belonging to the poorer and more careless class of townspeople send their children more freely, and at an earlier age, than is usually done in the case of the ordinary and smaller schools; and many children from the rural districts come two and three Irish miles, although there are national schools for both sexes near their homes.

14.—It does not prevent the existence of a girls' national school in Bray, half a mile distant, and of another at Little Bray, one statute mile, with average attendance, varying respectively from 50 to 70, and from 70 to 100. Both these schools are under the patronage of Roman Catholic clergymen, and while children from the vicinity of each attend the convent school, they do so solely because of the prestige of superiority which the latter holds in the parents' estimation.

15. A.—Compared with the ordinary girls' schools of the district, taken as a body, this school is, in my judgment, of superior efficiency as regards instruction in reading and penmanship; of equal value as regards arithmetic, and the remaining items of literary instruction.

15. B.—It excels the ordinary girls' schools as to care, tact, and success in the management of infants.

15. C.—Superior as to the practical results of instruction in singing.

15. D.—Superior in the regularity and effectiveness of industrial teaching.

15. E.—Superior in the efficiency of moral training; for while it deals with a large proportion of children who are worse subjects than usually frequent the other schools, it affords in moral culture results at least as good as they do.

15. F.—Superior as an instrument of religious teaching, this being the most cherished object of the conductors.

15. G.—On a par with the other schools in reference to observance of the Board's rules.

15. H.—Superior in the spaciousness and general fitness of school-rooms and premises.

15. I.—Equal to the other schools as to supply of teaching apparatus.

15. K.—Markedly superior in inducing a good attendance of the poorer sort of children.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	3
Incidental visits - - -	1	No others recorded.		

17.—Generally unfavourable as to the literary instruction, but intimating improvement latterly favourable with reference to discipline, &c.

18.—Having been placed so recently as February last in charge of this district, and having inspected the school for the first time on this occasion, I am not in a position to speak more fully than I have done in the preceding pages as to the external influence of the school.

(signed) *B. M'Sheehy*, District Inspector.
(Roman Catholic.)

6 June 1854.

County Wicklow, Roll No. 5237.

DELGANY CONVENT NATIONAL SCHOOL.

Name of Order, Institute, or Community:—Order of our Blessed Lady of Mount Carmel.

Visited 2 June 1864.—Manager, Rev. Peter Segrave, P.P., Delgany.

Total Number of Distinct Pupils on Rolls for the Year 1863.	Number of Pupils in Average Attendance for the Year 1863.	Number of Pupils present on Days of Special Inspection in					
		First Class.	Second Class.	Sequels.	Third Class.	Fourth and Higher Classes.	TOTAL.
160	64	39	30	28	9	14	120
Average Age - - -		7·1	9·5	10	11	13·2	9·38

Answers to Queries.

1. (*a*).—The teaching power is sufficient; two of the Sisters teach during all school hours, and are occasionally assisted by others of the community.

1. (*b*).—The conductors appear to be very well qualified as respects attainments; they teach with earnestness and intelligence, and are skilful and extremely regular in managing the general business of the school.

2.—The literary instruction is fairly efficient, creditably so, as regards reading and penmanship. The Board's programme is not fully adhered to in the lower classes, as regards the subjects additional to reading, writing, and arithmetic—namely, the elements of grammar and geography.

3.—The infants in attendance are managed with great judgment and tender care, and are very successfully instructed in reading and spelling.

4.—Sixty-one per cent.

5.—Singing is taught with good effect, and the senior pupils receive some theoretical as well as practical instruction. No other extra branch.

6.—Female industry is taught with special attention; the children are brought under this instruction at the earliest possible age; their work is graduated with care and judgment, and the results attained are of first-class character.

7.—The moral tone of the school is altogether creditable.

8.—Religious instruction is given at three times of day, occupying an hour in all. The arrangements are adhered to punctually.

9. (*a*).—The monitors exhibit a satisfactory amount of information.

9. (*b*).—They render efficient services as junior instructors, and one of them especially gives superior promise of becoming an excellent teacher and school-keeper.

9. (*c*).—They receive literary instruction for 1½ hour each day, and are taught sewing, &c. with particular care for half an hour. On Saturday also they receive lessons on mode of teaching, and in certain portions of their course of study.

9. (*d*).—Their answering at the yearly examinations held by my predecessor appears to have been respectable, gratuities for instructing them having been awarded to the nuns.

10.—The Board's rules are duly observed by the conductors.

11. (*a*).—The accommodation is more than adequate; space for 233 pupils.

11. (*b*).—The school-room is a remarkably fine one (56 by 25, and 24 feet high), healthily situated, well lighted and ventilated.

11. (*c*).—Built at the expense of the nuns, aided by contributions from personal friends. The actual cost cannot be stated separately, as there are dormitories on the upper floor, but, according to the standard laid down by the Board, the amount may be estimated at 500 *l.*

12.—The supply of large maps and of charts, &c. is adequate; these requisites were granted by the Commissioners as free stocks. The children pay for their own books, &c., with trifling exceptions.

13.—Little destitution exists in this locality, but the attractive influence of the school is attested by the attendance of girls from unusual distances, some walking four Irish miles to and from school, while the homes of the great majority are more than a mile distant.

14.—The nearest girls' national school is distant more than three miles, and I cannot ascertain that any such school existed in the vicinity before this school was opened in 1846.

15.—The non-national schools in and near Delgany are in connexion with the Established Church, and are not in any way affected by this school.

15. A.—Compared with the ordinary girls' schools of the district, taken as a body, this school is, in my judgment, more efficient as to instruction in reading and penmanship;

equally efficient as to the other branches for higher classes; and less efficient in the intellectual training of the junior pupils.

15. B.—Superior as regards the careful management of infant pupils.

15. C.—Superior as regards singing.

15. D.—Superior by many degrees in the method and effectiveness of industrial teaching.

15. E.—Superior in efficiency for moral training.

15. F.—Superior in the prominent degree of attention given to religious teaching, and in the qualifications for that duty possessed by the conductors.

15. G.—On a par with the other schools in observance of the Board's rules.

15. H.—Superior in the amount and quality of school accommodation.

15. I.—Superior in some degree as regards the supply of educational apparatus.

15. K.—Superior in its attraction of children at a very early age, and from homes far distant from the school.

	1860.	1861.	1862.	1863.
16.—Inspections - - - - -	3	3	3	3
Incidental visits - - - -	No such visits recorded.			

17.—Rather unfavourable as regards the instruction of lower classes and the teaching of arithmetic; favourable on other points, especially as to needlework and the discipline of school.

18.—From my very recent acquaintance with the locality, I am not in a position to offer any further observations in reference to the external influence of this school.

(signed) *B. M^c Sheehy*, District Inspector.
(Roman Catholic.)

6 June 1864.

NATIONAL EDUCATION (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 19 February 1864;—*for*,

RETURN "of the Name and Locality of all CONVENT and MONASTIC SCHOOLS in connection with the COMMISSIONERS of NATIONAL EDUCATION in *Ireland*; specifying those Schools in which there are Paid Monitors or Pupil Teachers, and showing the Number of Paid Monitors or Pupil Teachers employed in each School; the Religious Denomination of such Monitors or Pupil Teachers, and if any of such Monitors or Pupil Teachers, or Masters or Mistresses, of such Schools belong to any Religious Association or Fraternity; the Sum annually paid or agreed to be paid by the Commissioners for each such School, the Sum paid or to be paid for the Salaries of the Masters or Mistresses, and of each Monitor or Pupil Teacher employed in each such School, and the Total Sum annually paid for on account of all such Schools in *Ireland*, for the Years ending the 31st day of December 1860, 1861, 1862, and 1863, respectively: Also, showing the Number of Children on the Roll, the Average Number in Daily Attendance at each such School, and the Number of Children belonging to the Established Church, the Roman Catholic Church, the Presbyterian Church, or other Religious Denomination who shall have attended each such school respectively:"

"And, COPY of the MINUTE of the BOARD of NATIONAL EDUCATION in *Ireland*, under which the payment of MONITORS, or PUPIL-TEACHERS in CONVENT and MONASTIC SCHOOLS was sanctioned and Established; the Date of such Minute, and the Names and Religious Denominations of the Members of the Board present when such Minute was passed."

Office of National Education, Dublin, 20 June 1864.

JAMES KELLY, WM. M'CREEDY, } Secretaries.

(*Sir Edward Grogan.*)

Ordered, by The House of Commons, *to be Printed*, 24 *June* 1864.

I.—DETAIL, as per Headings, for each CONVENT and MONASTIC SCHOOL in Connection with the BOARD of NATIONAL EDUCATION in *Ireland*, on 31st December 1863.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	TOTAL.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	TOTAL.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Antrim	7,059	Shankill	Crumlin-road, female.	Sisters of Mercy	– – –	– –	–	–	17 – –	69 3 7	86 3 7	– –	– –	–	1,435	–	–	1,435	384
					Mary Ritchie	Monitor	R. C.		– –	– –	– –	– –	5 – –						
					Eliza Molloy	ditto	,,		– –	– –	– –	– –	9 6 8						
					Susan Kelly	ditto	,,		– –	– –	– –	– –	9 6 8						
					Annie M'Cabe	ditto	,,		– –	– –	– –	– –	9 10 –						
					Constantia Piccioni	ditto	,,		– –	– –	– –	– –	4 15 –						
					Teresa Lucas	ditto	,,		– –	– –	– –	– –	6 – –						
					Margaret Guile	ditto	,,		– –	– –	– –	– –	1 – –						
					Rosanna Clarke	ditto	,,		– –	– –	– –	– –	4 10 –						
					Jane M'Cabe	ditto	,,		– –	– –	– –	– –	4 10 –						
					Ellen Reddington	ditto	,,		– –	– –	– –	– –	5 10 –						
					Lizzy Robinson	ditto	,,		– –	– –	– –	– –	3 10 –						
					Lizzie Dolan	ditto	,,		– –	– –	– –	– –	2 8 4						
					Selena Dougal	ditto	,,		– –	– –	– –	– –	2 8 4						
					Kate Boyle	ditto	,,		– –	– –	– –	– –	2 8 4						
					Saran J. Hughes	ditto	,,		– –	– –	– –	– –	2 18 4						
					Mary A. Campbell	ditto	,,		– –	– –	– –	– –	2 10 –						
					Esther Doherty	ditto	,,		– –	– –	– –	– –	2 10 –						
					Mary Burns	ditto	,,		– –	– –	– –	– –	– 10 –						
					Margaret Molloy	ditto	,,		– –	– –	– –	– –	1 5 –						
					(Four of the above were appointed as successors to four others, who left within the year.)														
Antrim	8,056	Shankill	Hamilton-street, female.	Sisters of Mercy	– – –	– –	–	–	1 – –	37 10 –	38 10 –	– –	– –	–	472	–	–	472	163
					Anne Kilmartin	ditto	R. C.		– –	– –	– –	– –	1 – –						
					Martha Smyth	ditto	,,		– –	– –	– –	– –	1 – –						
					Ellen Ban	ditto	,,		– –	– –	– –	– –	7 – –						
					Margaret Healy	ditto	,,		– –	– –	– –	– –	3 10 –						
					Mary A. M'Grath	ditto	,,		– –	– –	– –	– –	3 10 –						
					Mary Savage	ditto	,,		– –	– –	– –	– –	5 3 4						
					Sarah M'Galliard	ditto	,,		– –	– –	– –	– –	4 6 8						
					Eliza J. Magee	ditto	,,		– –	– –	– –	– –	5 8 4						
					Frances Cairnes	ditto	,,		– –	– –	– –	– –	– 8 4						
					Frances Kelly	ditto	,,		– –	– –	– –	– –	3 15 –						
					Ellen Hughes	ditto	,,		– –	– –	– –	– –	3 15 –						
					Margaret Molloy	ditto	,,		– –	– –	– –	– –	2 10 –						
					Margaret Smyth	ditto	,,		– –	– –	– –	– –	1 13 4						
					Mary Ness	ditto	,,		– –	– –	– –	– –	– 13 4						
					(Two of the above were appointed as successors to two others, who left within the year.)														

Armagh -	7,508	Newry - -	Canal-street (Newry), female.	Sisters of Mercy	- - -	- -	–	–	1 – –	62 2 6	63 2 6	- -	- -	7	546	– –	553	301
					E. Flynn - -	Industrial teacher.	R. C	–	- -	- -	- -	12 – –	—											
					H. Carroll - -	ditto -	,,	–	- -	- -	- -	10 – –	—											
					Fanny Murray -	Monitor -	,,	–	- -	- -	- -	- -	3 3 4											
					E. Kelly - - -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Agnes Magennity -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Ellen Neary - -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Ellen M'Kay - -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Bridget M'Grown -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Ellen Kelly - -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
Armagh -	8,220	Armagh -	Mount St. Catherine, female.	Sacred Heart -	- - -	- -	–	–	11 – –	28 15 –	39 15 –	- -	- -	–	211	– –	211	137
					Mary Short - -	Monitor -	R. C.	–	- -	- -	- -	- -	9 3 4											
					E. Monaghan - -	ditto -	,,	–	- -	- -	- -	- -	10 – –											
					M. O'Haire - -	ditto -	,,	–	- -	- -	- -	- -	4 11 8											
					E. Short - - -	ditto -	,,	–	- -	- -	- -	- -	4 5 –											
					Mary A. Grimes -	ditto -	,,	–	- -	- -	- -	- -	– 8 4											
					Margaret M'Carter -	ditto -	,,	–	- -	- -	- -	- -	– 8 4											
					(One of the above appointed as successor to one other, resigned.)																			
Cavan - -	8,490	Newry - -	Cavan, infant -	Sisters of St. Clare	- - -	- -	–	–	2 – –	73 16 3	75 16 3	- -	- -	–	437	– –	437	138
					Ellen Leddy - -	Monitor -	R. C.	–	- -	- -	- -	- -	5 15 –											
					Fanny Benson - -	ditto -	,,	–	- -	- -	- -	- -	5 16 8											
					Ellen Cryon - -	ditto -	,,	–	- -	- -	- -	- -	2 15 –											
					Honor Magee - -	ditto -	,,	–	- -	- -	- -	- -	4 3 4											
Down - -	243	Newry - -	High-street, female.	Sisters of St. Clare	- - -	- -	–	–	9 – –	70 12 6	79 12 6	- -	- -	–	774	– –	774	350
					Mary Clarke - -	Monitor -	R. C.	–	- -	- -	- -	- -	8 – –											
					Mary Crawford -	ditto -	,,	–	- -	- -	- -	- -	5 16 8											
					Mary A. Coburn -	ditto -	,,	–	- -	- -	- -	- -	5 16 8											
					Martha Carroll -	ditto -	,,	–	- -	- -	- -	- -	5 16 8											
					Anne Kelly - -	ditto -	,,	–	- -	- -	- -	- -	5 16 8											
					Eliza Blakley - -	ditto -	,,	–	- -	- -	- -	- -	5 16 8											
					Mary Hollywood -	ditto -	,,	–	- -	- -	- -	- -	6 6 8											
					Mary Brennan - -	ditto -	,,	–	- -	- -	- -	- -	6 10 –											
Down - -	7,272	Down - -	John-street, female.	Sisters of Mercy	- - -	- -	–	–	14 – –	23 15 –	37 15 –	- -	- -	–	272	– –	272	110
					Mary Melville -	Monitor -	R. C.	–	- -	- -	- -	- -	8 6 8											
					Sarah Teer - -	ditto -	,,	–	- -	- -	- -	- -	6 16 8											
					Anne M'Vey - -	ditto -	,,	–	- -	- -	- -	- -	6 13 4											
					Catherine Boyland -	ditto -	,,	–	- -	- -	- -	- -	6 13 4											
					Annie Carlton - -	ditto -	,,	–	- -	- -	- -	- -	5 3 4											
					Mary A. Ryan -	ditto -	,,	–	- -	- -	- -	- -	5 3 4											
					Mary A. Owens -	ditto -	,,	–	- -	- -	- -	- -	3 6 8											
					Mary Starkie - -	ditto -	,,	–	- -	- -	- -	- -	1 13 4											
Fermanagh -	7,497	Enniskillen -	Enniskillen, female, No. 2.	Sisters of Mercy	- - -	- -	–	–	- -	32 10 –	32 10 –	- -	- -	–	327	– –	327	148
					Hanna Scollan -	Industrial teacher.	R. C.	–	- -	- -	- -	10 – –												
					Catherine Maguire -	Monitor -	,,	–	- -	- -	- -	- -	9 3 4											
					Mary Higgins - -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Rose Lilly - -	ditto -	,,	–	- -	- -	- -	- -	5 11 8											
					Mary M'Hugh -	ditto -	,,	–	- -	- -	- -	- -	2 8 4											
					Jane Durnan - -	ditto -	,,	–	- -	- -	- -	- -	2 1 8											
Londonderry	6,168	Templemore -	St. Columb's, female, No. 2.	Sisters of Mercy	- - -	- -	–	–	6 10 –	47 10 –	54 – –	- -	- -	–	470	– –	470	217
					Anne Doherty - -	Monitor -	R. C.	–	- -	- -	- -	- -	9 3 4											
					Ellen Gallagher -	ditto -	,,	–	- -	- -	- -	- -	5 – –											
					Catherine Doherty -	ditto -	,,	–	- -	- -	- -	- -	5 – –											
					Catherine Boyle -	ditto -	,,	–	- -	- -	- -	- -	5 – –											
					Mary Murray - -	ditto -	,,	–	- -	- -	- -	- -	2 – –											
					Mary Byrne - -	ditto -	,,	–	- -	- -	- -	- -	2 – –											

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland*, on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction. — Lay Teachers, except in Cases Marked *.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.			Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Monaghan -	359	Monaghan -	Monaghan, female	Sisters of St, Louis	- - -	- -	–	–	4 – –	22 10 –	26 10 –	– – –	– – –	–	265	–	–	265	89
					Paulina Lennon -	Industrial teacher.	R. C.	–	– –	– –	– –	9 – –	– – –						
					Sarah Monahan -	Monitor -	,,	–	– –	– –	– –	– –	7 3 4						
					Mary M'Crudden -	ditto -	,,	–	– –	– –	– –	– –	5 3 4						
					Mary Tymon - -	ditto -	,,	–	– –	– –	– –	– –	– 3 4						
Tyrone -	6,328	Drumragh -	Omagh, female -	Loretto Nuns -	- - -	- -	–	–	8 – –	22 10 –	30 10 –	– – –	– – –	8	240	–	–	248	94
					Jane Boyce - -	Monitor -	R. C.	–	– –	– –	– –	– –	6 6 8						
					E. M'Donnell -	ditto -	,,	–	– –	– –	– –	– –	6 – –						
					Jane Fermin -	ditto -	,,	–	– –	– –	– –	– –	5 5 –						
Clare - -	7,292	Kilrush -	Kilrush, female -	Sisters of Mercy	- - -	- -	–	–	–	38 15 –	38 15 –	– – –	– – –	–	552	–	–	552	182
					Catherine Garvey -	Monitor -	R. C.	–	– –	– –	– –	– –	7 – –						
					Margaret Hanley -	ditto -	,,	–	– –	– –	– –	– –	5 8 4						
					Anne Brew - -	ditto -	,,	–	– –	– –	– –	– –	3 15 –						
Clare - -	7,315	Drumcliffe -	Ennis, female -	Sisters of Mercy	- - -	- -	–	–	2 10 –	60 10 –	63 – –	– – –	– – –	–	915	–	–	915	289
					Anne Shannon - -	Monitor -	R. C.	–	– –	– –	– –	– –	8 10 –						
					Mary Sullivan - -	ditto -	,,	–	– –	– –	– –	– –	1 6 8						
					Mary A. O'Connor -	ditto -	,,	–	– –	– –	– –	– –	5 5 –						
					Susan Crowe - -	ditto -	,,	–	– –	– –	– –	– –	2 5 –						
					Ellen Doyle - -	ditto -	,,	–	– –	– –	– –	– –	2 5 –						
					Susan Morning -	ditto -	,,	–	– –	– –	– –	– –	1 15 –						
					Margaret Flanagan -	ditto -	,,	–	– –	– –	– –	– –	1 10 –						
					(One of the above appointed successor to one other, who left during year.)														
Cork - -	5,669	St. Finbar's -	Gt. George's, St.; male, Lancasterian.	Presentation Brethren.	- - -	- -	–	–	4 – –	60 13 9	64 13 9	– – –	– – –	–	817	–	–	817	307
					John Desmond -	Monitor -	R. C.	–	– –	– –	– –	– –	7 3 4						
					Cornelius Mahoney -	ditto -	,,	–	– –	– –	– –	– –	6 10 –						
					John Travers - -	ditto -	,,	–	– –	– –	– –	– –	5 10 –						
					George Cronin - -	ditto -	,,	–	– –	– –	– –	– –	1 13 4						
					Timothy M'Carthy -	ditto -	,,	–	– –	– –	– –	– –	1 13 4						
					James Henry - -	ditto -	,,	–	– –	– –	– –	– –	– 13 4						
Cork - -	5,999	St. Finbar's -	Douglas, St., male	Presentation Brethren.	- - -	- -	–	–	8 – –	70 12 6	78 12 6	– – –	– – –	–	1,241	–	–	1,241	359
					Jeremiah Madden -	Monitor -	R. C.	–	– –	– –	– –	– –	9 10 –						
					George Nagle - -	ditto -	,,	–	– –	– –	– –	– –	7 3 4						
					Cornelius O'Keeffe -	ditto -	,,	–	– –	– –	– –	– –	7 3 4						
					Denis Murphy - -	ditto -	,,	–	– –	– –	– –	– –	5 10 –						
					John Scannell - -	ditto -	,,	–	– –	– –	– –	– –	5 10 –						
					William Hayes -	ditto -	,,	–	– –	– –	– –	– –	3 6 8						

Cork	4,268	Doneraile	Doneraile, female	Presentation Nuns	Mary Meares	Industrial teacher.	R. C.	–	4 – –	42 10 –	46 10 –	– –	– –	–	405	–	–	405	196
					Kate Hannon	Monitor	„	–	– –	– –	– –	– –	7 3 4						
					Ellen Horgan	ditto	„	–	– –	– –	– –	– –	5 13 4						
					Nano Wall	ditto	„	–	– –	– –	– –	– –	2 13 4						
					Mary A. Foley	ditto	„	–	– –	– –	– –	– –	2 – –						
					Hanna Hannon	ditto	„	–	– –	– –	– –	– –	5 – –						
					Nora Begley	ditto	„	–	– –	– –	– –	– –	5 – –						
					Anne Wall	ditto	„	–	– –	– –	– –	– –	5 – –						
					Kate Calligan	ditto	„	–	– –	– –	– –	– –	7 3 4						
Cork	7,651	Kilgarriffe	Clonakilty, female, No. 2.	Sisters of Mercy	Kate Harte	Industrial teacher.	R. C.	–	13 10 –	66 17 6	80 7 6	– –	– –	–	629	–	–	629	329
					Anne Riordan	Monitor	„	–	– –	– –	– –	– –	9 3 4						
					Mary Donovan	ditto	„	–	– –	– –	– –	– –	10 – –						
					Margaret Driscoll	ditto	„	–	– –	– –	– –	– –	9 16 8						
					Ann Donovan	ditto	„	–	– –	– –	– –	– –	7 16 8						
					Maria Kelcher	ditto	„	–	– –	– –	– –	– –	7 3 4						
					Margaret Bany	ditto	„	–	– –	– –	– –	– –	7 3 4						
					Mary Dempsey	ditto	„	–	– –	– –	– –	– –	5 – –						
Cork	512	Midleton	Midleton, female	Presentation Nuns	Kate Power	Monitor	R. C.	–	6 – –	94 – –	100 – –	– –	– –	–	834	–	–	834	502
					Mary M'Carthy	ditto	„	–	– –	– –	– –	– –	9 – –						
					Honor Nugent	ditto	„	–	– –	– –	– –	– –	2 6 8						
					Ellen Hennessy	ditto	„	–	– –	– –	– –	– –	5 11 8						
					Margaret Hogan	ditto	„	–	– –	– –	– –	– –	5 11 8						
					Honora Kennelly	ditto	„	–	– –	– –	– –	– –	5 11 8						
					Fanny Barry	ditto	„	–	– –	– –	– –	– –	5 1 8						
					Kate Hodge	ditto	„	–	– –	– –	– –	– –	3 15 –						
					Honoria Hogan	ditto	„	–	– –	– –	– –	– –	1 13 4						
					Margaret Broderick	ditto	„	–	– –	– –	– –	– –	1 13 4						
					(One of the above is successor to one other, left within the year.)														
Cork	1,541	Rathgoggan	Charlville, female	Sisters of Mercy	Anne Croke	Monitor	R. C.	–	1 – –	41 5 –	42 5 –	– –	– –	–	468	–	–	468	199
					Ellen Daly	ditto	„	–	– –	– –	– –	– –	9 10 –						
					Kate Dolan	ditto	„	–	– –	– –	– –	– –	3 6 8						
					Jane Ring	ditto	„	–	– –	– –	– –	– –	2 13 4						
					Helen Hogan	ditto	„	–	– –	– –	– –	– –	2 8 4						
Cork	2,258	Fermoy	Fermoy, female	Presentation Nuns	Margaret Barry	Industrial teacher.	R. C.	–	6 – –	58 15 –	64 15 –	– –	– –	–	572	–	–	572	274
					Margaret O'Brien	Monitor	„	–	– –	– –	– –	– –	10 – –						
					J. Bermingham	ditto	„	–	– –	– –	– –	– –	6 – –						
					Kate Neill	ditto	„	–	– –	– –	– –	– –	2 10 –						
					Kate Toole	ditto	„	–	– –	– –	– –	– –	6 6 8						
					Louisa Quinlan	ditto	„	–	– –	– –	– –	– –	3 3 4						
					Bridget Sheedy	ditto	„	–	– –	– –	– –	– –	5 13 4						
					Margaret Hennessy	ditto	„	–	– –	– –	– –	– –	2 18 4						
					Mary A. Haggarty	ditto	„	–	– –	– –	– –	– –	1 3 4						
					(One of the above appointed successor to one other, resigned.)														
Cork	2,278	Drishane	Mill-street, female	Presentation Nuns	Catherine Cashman	Industrial teacher.	R. C.	–	6 – –	42 10 –	48 10 –	– –	– –	–	446	–	–	446	201
					Mary O'Sullivan	Monitor	„	–	– –	– –	– –	– –	9 13 4						
					Mary Dennahy	ditto	„	–	– –	– –	– –	– –	7 3 4						
					Ellen Sullivan	ditto	„	–	– –	– –	– –	– –	7 3 4						
					Maria Crowley	ditto	„	–	– –	– –	– –	– –	6 13 4						

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland*, on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association of Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Cork -	3,828	Youghal -	Youghal, female	Presentation Nuns	Ann Hamilton -	Monitor -	R. C.		2 10 –	59 16 3	62 6 3	– –	8 – –	–	715	–	–	715	293
					Honor Walsh - -	ditto -	,,		– –	– –	– –	– –	8 – –						
					Eliza M'Donald -	ditto -	,,		– –	– –	– –	– –	7 3 4						
					Catherine Daly -	ditto -	,,		– –	– –	– –	– –	3 6 8						
					Bridget Keating -	ditto -	,,		– –	– –	– –	– –	5 6 8						
					Ann Trumble - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					(One of the above appointed successor to one other, who left.)														
Cork - -	6,153	St. Finbar's -	St. Finbar's, female.	Presentation Nuns	E. Warner - -	Monitor -	R. C.		– 10 10	128 13 9	139 3 9	– –	3 12 3	–	2,575	–	–	2,575	603
					A. Aherne - -	ditto -	,,		– –	– –	– –	– –	10 – –						
					M. Mahony - -	ditto -	,,		– –	– –	– –	– –	9 10 –						
					Bridget Aherne -	ditto -	,,		– –	– –	– –	– –	9 10 –						
					Ellen O'Brien - -	ditto -	,,		– –	– –	– –	– –	6 3 4						
					M. A. Connelly -	ditto -	,,		– –	– –	– –	– –	3 15 –						
					Julia Joyce - -	ditto -	,,		– –	– –	– –	– –	3 15 –						
					Ellen Bluett - -	ditto -	,,		– –	– –	– –	– –	3 15 –						
					M. A. Dunne - -	ditto -	,,		– –	– –	– –	– –	3 15 –						
Cork - -	4,572	Kinsale -	Kinsale, female (St. Joseph's).	Sisters of Mercy	Kate O'Shaughnessy	Monitor -	R. C.		– 11 10	72 15 –	84 5 –	*30 – –	7 – –	–	756	–	–	756	366
					M. B. Keene - -	ditto -	,,		– –	– –	– –	– –	1 10 –						
					Penelope Sisk -	ditto -	,,		– –	– –	– –	– –	3 10 –						
					Lizzy O'Mahony -	ditto -	,,		– –	– –	– –	– –	6 – –						
					Mary O'Shaughnessy	ditto -	,,		– –	– –	– –	– –	5 16 8						
					Mary Sisk - -	ditto -	,,		– –	– –	– –	– –	1 6 8						
					Jane M'Coy - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					Dora Jones - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					Jane Riordan - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					Kate O'Keeffe - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					Mary Ryhan - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					Mary Sheehan - -	ditto -	,,		– –	– –	– –	– –	1 13 4						
					(Four of the above appointed successors to four others, who left within year.)														

Cork - -	4,630	Mallow -	Mallow, female -	Sisters of Mercy	- - -	- -	-	-	- -	-	48 15 -	48 15 -	- -	- -	-	-	-	393	-	-	234	234
					Mary M'Carthy -	Industrial teacher.	R. C.	-	- -	-	- -	-	15 - -									
					Bridget Sarsfield -	Monitor -	„	-	- -	-	- -	-	- -	5 - -								
					M. A. Donovan -	ditto -	„	-	- -	-	- -	-	- -	10 - -								
					Mary Farracy - -	ditto -	„	-	- -	-	- -	-	- -	2 10 -								
					Eliza Cronin - -	ditto -	„	-	- -	-	- -	-	- -	8 16 8								
					Sarah Healy - -	ditto -	„	-	- -	-	- -	-	- -	5 13 4								
					Catherine O'Connor -	ditto -	„	-	- -	-	- -	-	- -	2 10 -								
					Margaret O'Dougherty	ditto -	„	-	- -	-	- -	-	- -	1 - -								
					Mary O'Connor -	ditto -	„	-	- -	-	- -	-	- -	1 - -								
					(Two of the above, successors to two others, resigned.)																	
Cork - -	5,257	Kilbrogan -	Bandon, female -	Presentation Nuns	- - -	- -	-	-	14 - -		75 18 9	89 18 9	- -	- -	-	-	-	612	-	-	612	374
					Ellen White - -	Monitor -	R. C.	-	- -	-	- -	-	- -	10 - -								
					Ann M'Carthy -	ditto -	„	-	- -	-	- -	-	- -	9 16 8								
					Eliza O'Connell -	ditto -	„	-	- -	-	- -	-	- -	4 - -								
					Mary Flynn - -	ditto -	„	-	- -	-	- -	-	- -	9 - -								
					Mary Hickie - -	ditto -	„	-	- -	-	- -	-	- -	5 8 4								
					Mary Hartnell -	ditto -	„	-	- -	-	- -	-	- -	5 8 4								
					Kate Callaghan -	ditto -	„	-	- -	-	- -	-	- -	3 15 -								
Cork - -	5,940	St. Finbar's -	Blackrock, female	Ursuline Nuns -	- - -	- -	-	-	8 10 -		21 5 -	29 15 -	- -	- -	-	2	211	-	-	213	95
					Margaret Sweeney -	Monitor -	R. C.	-	- -	-	- -	-	- -	4 3 4								
					Kate Smith - -	ditto -	„	-	- -	-	- -	-	- -	6 3 4								
					Mary A. Scannell -	ditto -	„	-	- -	-	- -	-	- -	5 15 -								
Cork - -	6,376	Clonmel -	Queenstown, female.	Sisters of Mercy	- - -	- -	-	-	12 - -		69 11 3	81 11 3	- -	- -	-	-	781	-	-	781	345
					Isabella M'Master -	Monitor -	R. C.	-	- -	-	- -	-	- -	10 - -								
					Isabella Lawlor -	ditto -	„	-	- -	-	- -	-	- -	10 - -								
					Ellen Hales - -	ditto -	„	-	- -	-	- -	-	- -	9 10 -								
					Mary Driscoll - -	ditto -	„	-	- -	-	- -	-	- -	9 10 -								
					Mary Neville - -	ditto -	„	-	- -	-	- -	-	- -	5 3 4								
Cork - -	6,528	St. Finbar's -	St. Joseph's, female.	Sisters of Mercy	- - -	- -	-	-	5 10 -		79 2 6	84 12 6	- -	- -	-	-	1,329	-	-	1,329	416
					Mary Morgan - -	Monitor -	R. C.	-	- -	-	- -	-	- -	9 10 -								
					Honora Cronin -	ditto -	„	-	- -	-	- -	-	- -	7 3 4								
					Mary Connell - -	ditto -	„	-	- -	-	- -	-	- -	5 3 4								
					Ellen Connor - -	ditto -	„	-	- -	-	- -	-	- -	5 3 4								
					Hannah Punch -	ditto -	„	-	- -	-	- -	-	- -	1 13 4								
Cork - -	8,414	Mannullane -	Passage West, infant.	Sisters of Mercy	- - -	- -	-	-	3 - -		10 - -	13 - -	- -	- -	-	-	114	-	-	114	38
					Mary A. Fortune -	Monitor -	R. C.	-	- -	-	- -	-	- -	8 - -								
Cork - -	8,430	Creagh - -	Skibbereen, female, No. 2.	Sisters of Mercy	- - -	- -	-	-	9 - -		61 3 9	70 3 9	- -	- -	-	-	680	-	-	680	305
					E. Canty - -	Industrial teacher.	R. C.	-	- -	-	- -	-	3 - -									
					R. Sheehan - -	ditto -	„	-	- -	-	- -	-	9 - -									
					Nora Duggan - -	Monitor -	„	-	- -	-	- -	-	- -	8 - -								
					E. Driscoll - -	ditto -	„	-	- -	-	- -	-	- -	8 - -								
					M. Canty - -	ditto -	„	-	- -	-	- -	-	- -	8 - -								
					M. Healy - -	ditto -	„	-	- -	-	- -	-	- -	5 15 -								
					E. Dineen - -	ditto -	„	-	- -	-	- -	-	- -	5 6 8								
					M. Daly - - -	ditto -	„	-	- -	-	- -	-	- -	5 1 8								
					M. A. Barry - -	ditto -	„	-	- -	-	- -	-	- -	5 1 8								
					M. Harrington -	ditto -	„	-	- -	-	- -	-	- -	5 1 8								
					(One of the above industrial teachers, successors to the other, who resigned.)																	

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland*, on 31st Decembr 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount Paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.							
Cork - -	9,161	Kilmocanogue	Bantry, female -	Sisters of Mercy	- - -	- -	-	-	- -	26 - 10	26 - 10	- -	- -	–	352	–	–	352	163
					Mary Harrington -	Monitor -	R. C.		- -	- -	- -	- -	1 13 4						
					E. Murphy - -	ditto -	,,		- -	- -	- -	- -	1 13 4						
					Phillis Young - -	ditto -	,,		- -	- -	- -	- -	1 13 4						
					Ellen Sullivan - -	ditto -	,,		- -	- -	- -	- -	3 - -						
Kerry - -	533	Aghadoe -	Killarney, female, No. 1.	Presentation Nuns	- - -	- -	-	-	9 10 -	53 15 -	63 5 -	- -	- -	–	626	–	–	626	264
					Mary Cournane -	Monitor -	R. C.		- -	- -	- -	- -	2 18 4						
					Mary Cronin - -	ditto -	,,		- -	- -	- -	- -	7 6 8						
					Mary A. Cronin -	ditto -	,,		- -	- -	- -	- -	7 6 8						
					Mary Carney - -	ditto -	,,		- -	- -	- -	- -	5 5 -						
					Kate Keeffe - -	ditto -	,,		- -	- -	- -	- -	5 5 -						
					Ellen Finnegan -	ditto -	,,		- -	- -	- -	- -	5 5 -						
					Margaret O'Connor -	ditto -	,,		- -	- -	- -	- -	3 15 -						
Kerry -	6,654	Killarney -	Killarney, female, No. 2.	Sisters of Mercy	- - -	- -	-	-	- -	30 - -	30 - -	- -	- -	–	262	–	–	262	137
					Honoria M'Gillicuddy	Monitor -	R. C.		- -	- -	- -	- -	4 16 8						
					Johanna Breen -	ditto -	,,		- -	- -	- -	- -	4 5 -						
					Margaret Connor -	ditto -	,,		- -	- -	- -	- -	5 5 -						
					Ellen Doyle - -	ditto -	,,		- -	- -	- -	- -	1 13 4						
					(One of the above is successor of one other, resigned.)														
Kerry -	1,793	Killarney -	Killarney, male	Presentation Brethren.	- - -	- -	-	-	- -	47 10 -	47 10 -	- -	- -	4	412	–	–	416	223
					Daniel Kelleher -	Monitor -	R. C.		- -	- -	- -	- -	4 3 4						
					John Mahony -	ditto -	,,		- -	- -	- -	- -	7 6 6						
					Andrew Howard -	ditto -	E. C.		- -	- -	- -	- -	7 6 8						
					James Riordan -	ditto -	R. C.		- -	- -	- -	- -	3 6 8						
					Daniel Donohoe -	ditto -	,,		- -	- -	- -	- -	4 - -						
					Patrick Murray -	ditto -	,,		- -	- -	- -	- -	5 10 -						
					Denis Leary - -	ditto -	,,		- -	- -	- -	- -	2 10 -						
					Andrew Kelleher -	ditto -	,,		- -	- -	- -	- -	1 5 -						
					(Two of the above successors to other two, resigned.)														
Kerry -	3,655	Kilcoleman -	Ballyoughtera, male.	Presentation Brethren.	- - -	- -	-	-	- -	15 16 8	15 16 8	- -	- -	4	274	–	–	278	101
Kerry -	538	Dingle - -	Dingle, female -	Presentation Nuns	- - -	- -	-	-	2 - -	50 15 -	48 15 -	- -	- -	1	567	–	–	568	230
					Mary Moore - -	Industrial teacher.	R. C.		- -	- -	- -	12 - -	—						
					Mary Scanlan - -	Monitor -	,,		- -	- -	- -	- -	8 3 4						
					Catherine Kennedy -	ditto -	,,		- -	- -	- -	- -	8 3 4						
					Eliza M'Carthy -	ditto -	,,		- -	- -	- -	- -	5 13 4						
					Catherine Goggin -	ditto -	,,		- -	- -	- -	- -	5 13 4						

Kerry - -	545	Tralee - -	Tralee, female -	Presentation Nuns	- - -	- -	–	–	4 – –	85 10 –	89 10 –	- -	- -	–	735	–	–	735	443
					Catherine Brosnan -	Industrial teacher.	R. C.	–	- - -	- -	- -	10 – –	—						
					Mary Kenna - -	Monitor -	„	–	- - -	- -	- -	- -	9 3 4						
					Nano Tangney - -	ditto -	„	–	- - -	- -	- -	- -	3 6 8						
					Bessie Ahun - -	ditto -	„	–	- - -	- -	- -	- -	9 3 4						
					Anastasia Slattery -	ditto -	„	–	- - -	- -	- -	- -	7 10 –						
					Honoria White -	ditto -	„	–	- - -	- -	- -	- -	1 6 8						
					Nano Slattery - -	ditto -	„	–	- - -	- -	- -	- -	5 13 4						
					Nano Shanahan -	ditto -	„	–	- - -	- -	- -	- -	2 13 4						
					Catherine Moriarty -	ditto -	„	–	- - -	- -	- -	- -	5 13 4						
					Mary Horan - -	ditto -	„	–	- - -	- -	- -	- -	2 18 4						
					Ellen Connor - -	ditto -	„	–	- - -	- -	- -	- -	2 1 8						
					Anne Connor - -	ditto -	„	–	- - -	- -	- -	- -	2 1 8						
					(Three of the above are successors to three others, left within the year.)														
Kerry - -	1,859	Kilcolman -	Milltown, female	Presentation Nuns	- - -	- -	–	–	8 – –	30 – –	38 – –	- -	- -	7	367	–	–	374	140
					Nano Broderick -	Monitor -	R. C.	–	- - -	- -	- -	- -	9 13 4						
					Bessie Moriarty -	ditto -	„	–	- - -	- -	- -	- -	7 16 8						
					Johanna Shea - -	ditto -	„	–	- - -	- -	- -	- -	5 5 –						
Kerry - -	2,884	Caherciveen -	Caherciveen, female.	Presentation Nuns	- - -	- -	–	–	5 – –	48 15 –	53 15 –	- -	- -	–	602	–	–	602	228
					Mary Landers - -	Industrial teacher.	R. C.	–	- - -	- -	- -	10 – –	—						
					Nano Brennan - -	Monitor -	„	–	- - -	- -	- -	- -	8 – –						
					Bridget Clifford -	ditto -	„	–	- - -	- -	- -	- -	4 8 4						
					Mary Clewrane -	ditto -	„	–	- - -	- -	- -	- -	7 6 8						
					Kate Murphy - -	ditto -	„	–	- - -	- -	- -	- -	1 13 4						
					Kate Broderick -	ditto -	„	–	- - -	- -	- -	- -	3 6 8						
					(One of the above successor to one other, resigned.														
Kerry - -	4,062	Listowel -	Listowel, female	Presentation Nuns	- - -	- -	–	–	8 – –	60 10 –	68 10 –	- -	- -	–	818	–	–	818	295
					Johanna Hederman -	Monitor -	R. C.	–	- - -	- -	- -	- -	8 16 8						
					Bridget O'Callaghan	ditto -	„	–	- - -	- -	- -	- -	8 16 8						
					Bridget M'Elligott -	ditto -	„	–	- - -	- -	- -	- -	8 16 8						
					Winifred Halpin -	ditto -	„	–	- - -	- -	- -	- -	5 16 8						
					Mary O'Callaghan -	ditto -	„	–	- - -	- -	- -	- -	5 13 4						
Kerry - -	6,215	Castle-island -	Castle-island, female.	Presentation Nuns	- - -	- -	–	–	9 – –	53 11 3	62 11 3	- -	- -	4	575	–	–	579	252
					Mary Brosnan -	Industrial teacher.	R. C.	–	- - -	- -	- -	12 – –	—						
					Catherine Walsh -	Monitor -	„	–	- - -	- -	- -	- -	7 13 4						
					Catherine Sullivan -	ditto -	„	–	- - -	- -	- -	- -	7 10 –						
					Eliza Sullivan - -	ditto -	„	–	- - -	- -	- -	- -	4 15 –						
Kerry - -	8,320	Kenmare -	Kenmare, female, No. 2.	Sisters of St. Clare	- - -	- -	–	–	20 – –	77 – –	97 – –	- -	- -	1	579	–	–	580	384
					Bridget Kelly - -	Industrial teacher.	R. C.	–	- - -	- -	- -	12 10 –	—						
					Johanna Donohoe -	ditto -	„	–	- - -	- -	- -	2 10 –	—						
					Ellen Harris - -	Monitor -	„	–	- - -	- -	- -	- -	7 3 4						
					Catherine O'Sullivan	ditto -	„	–	- - -	- -	- -	- -	4 6 8						
					Johanna O'Sullivan -	ditto -	„	–	- - -	- -	- -	- -	4 6 8						
					Mary Sullivan - -	ditto -	„	–	- - -	- -	- -	- -	6 3 4						
					Mary Sullivan (Croan)	ditto -	„	–	- - -	- -	- -	- -	6 3 4						
					Mary Layne - -	ditto -	„	–	- - -	- -	- -	- -	3 15 –						
					Mary M'Carthy -	ditto -	„	–	- - -	- -	- -	- -	3 15 –						
					Kate Farrel - -	ditto -	„	–	- - -	- -	- -	- -	3 15 –						
					Margaret Cousins -	ditto -	„	–	- - -	- -	- -	- -	3 15 –						

I.—Detail, as per Headings, for each Convent and Monastic School in connection with the Board of National Education in *Ireland*, on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher, for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Kerry - -	8,320	Kenmare - (*cont*d)	Kenmare, female, No. 2.	Sisters of St. Clare	Agnes Coleman -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	3 15 –						
					Mary O'Grady -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 10 –						
					Ellen O'Sullivan -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 10 –						
					Margaret Murnane -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 13 4						
					Helena O'Sullivan -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 13 4						
					Ellen Forey - -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 16 8						
					(Three of the above are successors to three others, resigned within the year.) (One of the industrial teachers, successor to the other.)														
Limerick -	5,143	St. Michael's	Perry-square, female.	Sisters of Mercy	- - -	- -	–	–	6 10 –	53 15 –	60 5 –	– – –	–	–	738	–	–	738	258
					Mary Murphy - -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	– 16 8						
					Mary Owens - -	ditto -	,,	–	– – –	– – –	– – –	– – –	9 16 8						
					Catherine Wilson -	ditto -	,,	–	– – –	– – –	– – –	– – –	9 3 4						
					Ellen Kirk - -	ditto -	,,	–	– – –	– – –	– – –	– – –	7 10 –						
					Catherine Howard -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 16 8						
					Bridget Sexton -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 10 –						
					Mary Brassil - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 11 8						
					Eliza Hurley - -	ditto -	,,	–	– – –	– – –	– – –	– – –	4 11 8						
					Margaret Noonan -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 11 8						
					Margaret Keogh -	ditto -	,,	–	– – –	– – –	– – –	– – –	4 3 4						
					(Two of the above are successors to other two, resigned.)														
Limerick -	570	St. Munchin's	St. Mary and St. Munchin's, female.	Sisters of Mercy	- - -	- -	–	–	17 10 –	88 13 9	106 3 9	– – –	–	–	1,133	–	–	1,133	459
					Eliza O'Grady -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	10 – –						
					Mary A. Quinlan -	ditto -	,,	–	– – –	– – –	– – –	– – –	10 – –						
					Catherine O'Sullivan	ditto -	,,	–	– – –	– – –	– – –	– – –	9 16 8						
					Eliza O'Shaughnessy	ditto -	,,	–	– – –	– – –	– – –	– – –	9 16 8						
					Ann Ryan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	9 – –						
					Bridget Duggan -	ditto -	,,	–	– – –	– – –	– – –	– – –	7 10 –						
					Bridget Cosgrave -	ditto -	,,	–	– – –	– – –	– – –	– – –	4 3 4						
					Mary O'Dea - -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 5 –						
					Honora Maughan -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 15 –						
					Mary Hanrahan -	ditto -	,,	–	– – –	– – –	– – –	– – –	4 5 –						
					Mary Banks - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 8 4						
					Ann Geary - -	ditto -	,,	–	– – –	– – –	– – –	– – –	4 11 8						
Limerick -	5,554	St. Munchin's	St. Mary's, female	Sisters of Mercy	- - -	- -	–	–	– – –	10 – –	10 – –	– – –	–	–	147	–	–	147	33

Limerick -	5,194	St. John's -	St. John's, female	Sisters of Mercy	- - -	- -	–	–	- -	–	43 15 –	43 15 –	- -	- -	–	648	–	–	648	206
					Sarah Blake - -	Monitor -	R.C.	–	- -	–	- -	- -	- -	9 3 4										
					Johanna Geary -	ditto -	,,	–	- -	–	- -	- -	- -	4 3 4										
					Ellen Hogan - -	ditto -	,,	–	- -	–	- -	- -	- -	2 – –										
					Anna Roohan - -	ditto -	,,	–	- -	–	- -	- -	- -	5 15 –										
					Eliza Barry - -	ditto -	,,	–	- -	–	- -	- -	- -	3 15 –										
					Margaret Collins -	ditto -	,,	–	- -	–	- -	- -	- -	– 16 8										
					Ellen O'Farrell -	ditto -	,,	–	- -	–	- -	- -	- -	2 18 4										
					Catherine Power -	ditto -	,,	–	- -	–	- -	- -	- -	2 1 8										
					Bridget Clancy -	ditto -	,,	–	- -	–	- -	- -	- -	2 1 8										
					(Three of the above are successors to three others, left.)																			
Limerick -	6,936	St. John's -	St. John's-square, female.	Sisters of Mercy	- - -	- -	–	–	3 10 –	–	58 11 3	62 1 3	- -	- -	–	716	–	–	716	279
					Mary Callman - -	Monitor -	R.C.	–	- -	–	- -	- -	- -	10 – –										
					Honora O'Brien -	ditto -	,,	–	- -	–	- -	- -	- -	4 – –										
					Caroline Walsh -	ditto -	,,	–	- -	–	- -	- -	- -	6 16 8										
					Mary Gorman - -	ditto -	,,	–	- -	–	- -	- -	- -	5 18 4										
					Bridget Bonhan -	ditto -	,,	–	- -	–	- -	- -	- -	5 18 4										
					Catherine Forrest -	ditto -	,,	–	- -	–	- -	- -	- -	3 15 –										
					Anne O'Connor -	ditto -	,,	–	- -	–	- -	- -	- -	1 – 10										
					Bridget Fitzgerald -	ditto -	,,	–	- -	–	- -	- -	- -	2 1 8										
					(One of the above is successor to one other, who resigned.)																			
Limerick -	5,547	St. Michael's -	Sexton-street, female.	Presentation Nuns	- - -	- -	–	–	2 10 –	–	87 12 6	90 2 6	- -	- -	–	1,222	–	–	1,222	449
					Catherine Slatting -	Monitor -	R.C.	–	- -	–	- -	- -	- -	8 16 8										
					Mary A. Bouchier -	ditto -	,,	–	- -	–	- -	- -	- -	8 16 8										
					Bridget Ahern -	ditto -	,,	–	- -	–	- -	- -	- -	7 10 –										
					Mary Loughnane -	ditto -	,,	–	- -	–	- -	- -	- -	6 3 4										
					Margaret Enraght -	ditto -	,,	–	- -	–	- -	- -	- -	6 3 4										
					Anne Keane - -	ditto -	,,	–	- -	–	- -	- -	- -	6 3 4										
					Catherine Casey -	ditto -	,,	–	- -	–	- -	- -	- -	5 15 –										
					Margaret Kenna -	ditto -	,,	–	- -	–	- -	- -	- -	1 5 –										
					Mary Slatting - -	ditto -	,,	–	- -	–	- -	- -	- -	1 5 –										
Limerick -	6,032	Newcastle -	St. Catherine's, female.	Sisters of Mercy	- - -	- -	–	–	7 10 –	–	67 5 –	74 15 –	- -	- -	–	637	–	–	637	324
					Eliza Shanahan -	Monitor -	R.C.	–	- -	–	- -	- -	- -	3 6 8										
					Eliza Ambrose -	ditto -	,,	–	- -	–	- -	- -	- -	3 18 10										
					Bridget O'Brien -	ditto -	,,	–	- -	–	- -	- -	- -	7 10 –										
					Bridget M'Carthy -	ditto -	,,	–	- -	–	- -	- -	- -	3 10 –										
					Mary Cronin - -	ditto -	,,	–	- -	–	- -	- -	- -	6 10 –										
					Ellen Sheahan - -	ditto -	,,	–	- -	–	- -	- -	- -	6 10 –										
					Honora Mulcair -	ditto -	,,	–	- -	–	- -	- -	- -	6 3 4										
					Johanna Shanahan -	ditto -	,,	–	- -	–	- -	- -	- -	1 – –										
					Mary Morrissy -	ditto -	,,	–	- -	–	- -	- -	- -	1 – –										
					Ellen O'Connor -	ditto -	,,	–	- -	–	- -	- -	- -	3 – –										
					Mary A. Connolly -	ditto -	,,	–	- -	–	- -	- -	- -	2 10 –										
					Bridget Naughten -	ditto -	,,	–	- -	–	- -	- -	- -	2 10 –										
					Kate Neville - -	ditto -	,,	–	- -	–	- -	- -	- -	1 – –										
					Mary Reidy - -	dttto -	,,	–	- -	–	- -	- -	- -	1 – –										
					Honora Morrissy -	ditto -	,,	–	- -	–	- -	- -	- -	– 10 –										
					(Four of the above successors to four others, resigned.)																			
Limerick -	6,569	Rath Keale -	St. Ann's, female	Sisters of Mercy	- - -	- -	–	–	7 – –	–	51 5 –	58 5 –	- -	- -	–	496	–	–	496	244
					Mary O'Neill - -	Monitor -	R.C.	–	- -	–	- -	- -	- -	9 16 8										
					Margaret M'Donnell -	ditto -	,,	–	- -	–	- -	- -	- -	6 8 10										
					Mary Enright - -	ditto -	,,	–	- -	–	- -	- -	- -	8 11 8										
					Eliza Evans - -	ditto -	,,	–	- -	–	- -	- -	- -	4 15 –										
					Mary Healy - -	ditto -	,,	–	- -	–	- -	- -	- -	4 15 –										
					Kate Nash - -	ditto -	,,	–	- -	–	- -	- -	- -	1 15 –										
					Ellen Barry - -	ditto -	,,	–	- -	–	- -	- -	- -	5 10 –										

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Tipperary -	581	St. John Baptist	Cashel, female -	Presentation Nuns	- - - -	- -	-	-	5 - -	74 17 6	79 17 6	- -	- -	-	644	-	-	644	366
					Mary Loughnane -	Industrial teacher.	R. C. -	-	-	-	-	12 - -	—						
					Honora Cahill -	Monitor -	„	-	-	-	-	-	10 - -						
					Anne Boland - -	ditto -	„	-	-	-	-	-	9 3 4						
					Ann Cashen - -	ditto -	„	-	-	-	-	-	9 3 4						
					Anne Murphy - -	ditto -	„	-	-	-	-	-	3 6 8						
					Mary Ryan - -	ditto -	„	-	-	-	-	-	6 - -						
					Alice Cahil - -	ditto -	„	-	-	-	-	-	- 16 8						
					Johanna Crawley -	ditto -	„	-	-	-	-	-	- 16 8						
					Kate Duggan - -	ditto -	„	-	-	-	-	-	- 16 8						
					Margaret Sallivan -	ditto -	„	-	-	-	-	-	- 16 8						
Tipperary -	2,133	Roscrea -	Airhill, female -	Sacred Heart of Jesus.	- - - -	- -	-	-	7 - -	69 11 3	76 11 3	- -	- -	-	540	-	-	540	339
					Mary Lynch - -	Monitor -	R. C. -	-	-	-	-	-	9 - -						
					Julia Hamill - -	ditto -	„	-	-	-	-	-	5 15 -						
					Alice Brussels - -	ditto -	„	-	-	-	-	-	7 3 4						
					Margaret Ryan -	ditto -	„	-	-	-	-	-	5 5 -						
					Sarah Tracy - -	ditto -	„	-	-	-	-	-	2 15 -						
					M. A. M'Grath -	ditto -	„	-	-	-	-	-	1 6 8						
					Honoria Kavanah -	ditto -	„	-	-	-	-	-	1 6 8						
					M. A. Coonan - -	ditto -	„	-	-	-	-	-	5 - -						
					Julia Breen - -	Industrial teacher.	„	-	-	-	-	14 - -	—						
Tipperary -	4,068	Thurles -	Thurles, female	Presentation Nuns	- - - -	- -	-	-	8 - -	54 16 3	62 16 3	- -	- -	-	512	-	-	512	262
					Honora Butler -	Monitor -	R. C. -	-	-	-	-	-	9 10 -						
					Mary Cummins -	ditto -	„	-	-	-	-	-	8 6 8						
					Nano Gorman -	ditto -	„	-	-	-	-	-	4 - -						
					Mary Walsh - -	ditto -	„	-	-	-	-	-	2 - -						
					Bridget Leahy -	ditto -	„	-	-	-	-	-	5 13 4						
					M. A. M'Connell -	ditto -	„	-	-	-	-	-	2 10 -						
					Mary Kenna - -	ditto -	„	-	-	-	-	-	2 1 8						
					Ellen Gleeson - -	ditto -	„	-	-	-	-	-	- 13 4						
					Ellen Higgins - -	ditto -	„	-	-	-	-	-	- 13 4						
					(Two of the above successors to two others, resigned.)														
Tipperary -	5,110	Thurles -	Thurles, industrial	Presentation Nuns	Margaret Ryan -	Industrial teacher.	R. C.-	-	-	-	-	10 - -	- -	-	56	-	-	56	19
Tipperary -	6,865	Carrick-on-Suir	Carrick-on-Suir, female.	Presentation Nuns	- - - -	- -	-	-	1 - -	45 - -	46 - -	- -	- -	-	355	-	-	355	207
					Nano Mulcahy -	Monitor -	R. C. -	-	-	-	-	-	- 16 8						
					Mary Shee - -	ditto -	„	-	-	-	-	-	3 - -						
					Ellen Callinan - -	ditto -	„	-	-	-	-	-	4 10 -						
					Margaret Lowry -	ditto -	„	-	-	-	-	-	5 15 -						

430.	Tipperary -	7,392	Nenagh -	Nenagh, female -	Sisters of Mercy	- - -	- -	-	-	9 - -	54 16 3	63 16 3	- -	-	-	736	-	-	736	269
						Letitia Maher - -	Monitor -	R. C. -	-	- -	- -	- -	- -	6 16 8							
						Mary A. Finn - -	ditto -	„	-	- -	- -	- -	- -	6 16 8							
						Mary Gleeson - -	ditto -	„	-	- -	-	- -	- -	5 10 -							
						Maria Slatting - -	ditto -	„	-	- -	- -	- -	- -	2 8 4							
						M. A. Guilfoyle -	ditto -	„	-	- -	- -	- -	- -	2 8 4							
	Tipperary -	8,903	Fethard -	Fethard, female -	Presentation Nuns	- - -	- -	-	-	- -	57 2 6	57 2 6	- -	-	-	359	-	-	359	271
						Mary Fitzgerald -	Monitor -	R. C. -	-	- -	- -	- -	- -	5 - -							
						Johanna Gleeson -	ditto -	„	-	- -	- -	- -	- -	2 1 8							
						Mary A. Doherty -	ditto -	„	-	- -	- -	- -	- -	5 - -							
						Catherine Gleeson -	ditto -	„	-	- -	- -	- -	- -	2 10 -							
						Margaret M'Carthy -	ditto -	„	-	- -	- -	- -	- -	2 10 -							
	Waterford -	1,289	Tallow -	Tallow, female -	Carmelite Nuns	- - -	- -	-	-	1 - -	47 10 -	48 10 -	10 - -*	-	-	412	-	-	412	227
						Alice Parker - -	Monitor -	R. C. -	-	- -	- -	- -	- -	2 10 -							
						Mary A. Donovan -	ditto -	„	-	- -	- -	- -	- -	6 10 -							
						Kate Clifford - -	ditto -	„	-	- -	- -	- -	- -	3 15 -							
						(One of the above, successor to one other, resigned).															
	Waterford -	3,228	Lismore, East	Cappoquin, female, No. 2.	Sisters of Mercy	- - -	- -	-	-	- -	43 15 -	43 15 -	- -	-	-	370	-	-	370	209
						Mary Lennon - -	Industrial teacher.	R. C. -	-	- -	- -	- -	10 - -	—							
						Susan Stuart - -	Monitor -	„	-	- -	- -	- -	- -	8 13 4							
						Eliza Olden - -	ditto -	„	-	- -	- -	- -	- -	6 6 8							
						Martha Hunt - -	ditto -	„	-	- -	- -	- -	- -	3 15 -							
B 3	Carlow -	656	Carlow - -	Carlow, female -	Presentation Nuns	- - -	- -	„	-	12 10 -	60 17 6	73 7 6	- -	-	-	728	-	-	728	292
						Lizzie Crosbie - -	Monitor -	R. C. -	-	- -	- -	- -	- -	6 13 4							
						Nannie Keegan -	ditto -	„	-	- -	- -	- -	- -	5 16 8							
						Eliza Joyce - -	ditto -	„	-	- -	- -	- -	- -	9 13 4							
						Mary Hoey -	ditto -	„	-	- -	- -	- -	- -	2 - -							
						Margaret Kean -	ditto -	„	-	- -	- -	- -	- -	6 10 -							
						Amelia Connolly -	ditto -	„	-	- -	- -	- -	- -	8 - -							
						Sarah M'Donald -	ditto -	„	-	- -	- -	- -	- -	2 8 4							
						Anne Brien - -	ditto -	„	-	- -	- -	- -	- -	2 8 4							
						Anne Fenlon - -	ditto -	„	-	- -	- -	- -	- -	1 5 -							
						Nannie Carroll -	ditto -	„	-	- -	- -	- -	- -	5 6 8							
						Mary Lynch - -	ditto -	„	-	- -	- -	- -	- -	5 - -							
						Martha Foley - -	ditto -	„	-	- -	- -	- -	- -	6 - -							
						(One of the above is successor to one other, who resigned).															
	Carlow -	681	Tullow - -	Tullow, male -	Brothers of St. Patrick.	- - -	- -	-	-	- -	32 10 -	32 10 -	- -	-	-	334	-	-	334	145
						William Dawson -	Monitor -	R. C. -	-	- -	- -	- -	- -	8 - -							
						John Byrne - -	ditto -	„	-	- -	- -	- -	- -	7 6 8							
						William Swayne -	ditto -	„	-	- -	- -	- -	- -	1 15 -							
						David Torney - -	ditto -	„	-	- -	- -	- -	- -	5 5 -							
						Martin Brennan -	ditto -	„	-	- -	- -	- -	- -	2 18 4							
						(One of the above, successor to one other, resigned).															
	Carlow -	682	Tullow - -	Tallow, female -	Sisters of St. Bridget.	- - -	- -	-	-	5 - -	28 15 -	33 15 -	- -	-	-	300	-	-	300	136
						M. Nolan - -	Monitor -	R. C. -	-	- -	- -	- -	- -	8 - -							
						Mary Kelly - -	ditto -	„	-	- -	- -	- -	- -	6 13 4							
						B. Mannering - -	ditto -	„	-	- -	- -	- -	- -	6 - -							
						M. Byrne - -	ditto -	„	-	- -	- -	- -	- -	2 15 -							

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued.*

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Carlow -	1,926	Dunlecknog -	Bagnalstown, female.	Presentation Nuns	- - -	- -	—	—	3 10 —	35 — —	38 10 —	- - -	- - -	-	297	—	—	297	150
					Johanna Cody - -	Industrial teacher.	R. C.	—	- - -	- - -	- - -	7 10 —							
					Catherine Kelly -	ditto -	,,	—	- - -	- - -	- - -	2 10 —							
					Ann Hennessy - -	Monitor -	,,	—	- - -	- - -	- - -	- - -	10 — —						
					M. A. Cody - -	ditto -	,,	—	- - -	- - -	- - -	- - -	5 16 8						
					Margaret Joyce -	ditto -	,,	—	- - -	- - -	- - -	- - -	5 — —						
					M. A. O'Connor -	ditto -	,,	—	- - -	- - -	- - -	- - -	2 8 4						
					(One of the above industrial teachers is a successor to the other, resigned.)														
Dublin -	721	Monkstown -	Blackrock, female	Sisters of Mercy	- - -	- -	—	—	2 10 —	25 — —	27 10 —	- - -	- - -	-	268	—	—	268	111
					Kate English - -	Monitor -	R. C.	—	- - -	- - -	- - -	- - -	5 8 4						
					Kate Jordan - -	ditto -	,,	—	- - -	- - -	- - -	- - -	3 6 8						
					Anne Kirby - -	ditto -	,,	—	- - -	- - -	- - -	- - -	3 6 8						
					Mary Lacey - -	ditto -	,,	—	- - -	- - -	- - -	- - -	3 — —						
					Mary Highland -	ditto -	,,	—	- - -	- - -	- - -	- - -	2 8 4						
Dublin -	729	Rathfarnham -	Loretto, female -	Loretto Nuns -	- - -	- -	—	—	- - -	32 10 —	32 10 —	- - -	- - -	—	280	—	—	280	146
					Ellen Lawler - -	Industrial teacher.	R. C.	—	- - -	- - -	- - -	12 — —							
					Margaret Kearney -	Monitor -	,,	—	- - -	- - -	- - -	- - -	3 — —						
					Anne Lee - -	ditto -	,,	—	- - -	- - -	- - -	- - -	— 2 6						
					Jane Beatty - -	ditto -	,,	—	- - -	- - -	- - -	- - -	4 16 8						
					(One of the above successor to one other, resigned.)														
Dublin -	1,985	Booterstown -	Booterstown, female.	Sisters of Mercy	- - -	- -	—	—	1 — —	23 15 —	24 15 —	- - -	- - -	—	231	—	—	231	106
					Mary Reddy - -	Monitor -	R. C.	—	- - -	- - -	- - -	- - -	2 13 4						
					Mary Breen - -	ditto -	,,	—	- - -	- - -	- - -	- - -	— 3 4						
Dublin -	3,107	Clonturk -	Richmond, female	Presentation Nuns	- - -	- -	—	—	8 — —	36 5 —	44 5 —	- - -	- - -	—	354	—	—	354	169
					Jane Morris - -	Monitor -	R. C.	—	- - -	- - -	- - -	- - -	4 11 8						
					Ellen Carr - -	ditto -	,,	—	- - -	- - -	- - -	- - -	10 — —						
					Esther Scarff - -	ditto -	,,	—	- - -	- - -	- - -	- - -	8 6 8						
					Julia O'Donovan -	ditto -	,,	—	- - -	- - -	- - -	- - -	6 — —						
					Mary Keogh - -	ditto -	,,	—	- - -	- - -	- - -	- - -	5 10 —						
					Mary Sheridan -	ditto -	,,	—	- - -	- - -	- - -	- - -	5 10 —						

Dublin	6,742	St. Luke's	Warren Mount, female.	Carmelite Nuns	Hanna White	Industrial teacher.	R. C.	–	9 – –	53 15 –	62 15 –	– – 10 – –	– – —	–	900	–	–	900	256
					Kate Jordan	Monitor	R. C.	–	– –	– –	– –	– –	5 15 –							
					Eliza Burke	ditto	,,	–	– –	– –	– –	– –	2 3 4							
					Eliza Behan	ditto	,,	–	– –	– –	– –	– –	5 15 –							
					Mary Behan	ditto	,,	–	– –	– –	– –	– –	1 13 4							
					Margaret Logan	ditto	,,	–	– –	– –	– –	– –	1 13 4							
					M. A. Lynch	ditto	,,	–	– –	– –	– –	– –	– 16 8							
					Emily Bolger	ditto	,,	–	– –	– –	– –	– –	2 10 –							
					Bridget Broe	ditto	,,	–	– –	– –	– –	– –	1 3 4							
					Mary Dunne	ditto	,,	–	– –	– –	– –	– –	1 3 4							
					Eliza Courtnay	ditto	,,	–	– –	– –	– –	– –	1 3 4							
					M. A. Poynton	ditto	,,	–	– –	– –	– –	– –	1 3 4							
					(Four of the above are successors to four others, who resigned).															
Dublin	7,029	St. Peter's	Tranquilla, female	Carmelite Nuns	Kate Byrne	Monitor	R. C.	–	– –	15 – –	15 – –	– –	– –	–	273	–	–	273	73
					Bessy Tynan	ditto	,,	–	– –	– –	– –	– –	3 6 8							
													3 11 8							
Dublin	7,182	Dalkey	Dalkley, female, No. 2.	Loretto Nuns	Eliza Aspell	Monitor	R. C.	–	– –	21 5 –	21 5 –	– –	– –	–	216	–	–	216	93
					M. A. Fitzsimon	ditto	,,	–	– –	– –	– –	– –	5 – –							
					Lizzie Williams	ditto	,,	–	– –	– –	– –	– –	10 – –							
					Mary Aspell	ditto	,,	–	– –	– –	– –	– –	1 5 –							
					(One of the above successor to one other, who resigned).								– 13 4							
Dublin	7,546	St. James's	Golden Bridge, female.	Sisters of Mercy	Eliza Farrington	Monitor	R. C.	–	4 – –	51 5 –	55 5 –	– –	– –	–	569	–	–	569	247
					Esther Kelly	ditto	,,	–	– –	– –	– –	– –	10 – –							
					M. J. L'Estrange	ditto	,,	–	– –	– –	– –	– –	7 16 8							
					Sarah Nugent	ditto	,,	–	– –	– –	– –	– –	4 1 8							
					Kate Donohoe	ditto	,,	–	– –	– –	– –	– –	3 18 4							
					Mary A. Madden	ditto	,,	–	– –	– –	– –	– –	3 13 4							
					Julia Kelly	ditto	,,	–	– –	– –	– –	– –	2 10 –							
					Anne Moore	ditto	,,	–	– –	– –	– –	– –	1 – –							
					Anne Kavanagh	ditto	,,	–	– –	– –	– –	– –	1 – –							
													1 – –							
Dublin	7,608	Monkstown	Glasthule, female	Sisters of Mercy	Mary Roache	Monitor	R. C.	–	– –	31 5 –	31 5 –	– –	– –	–	309	–	–	309	149
					Kate Cartan	ditto	,,	–	– –	– –	– –	– –	7 10 –							
					M. A. Gallagher	ditto	,,	–	– –	– –	– –	– –	4 10 –							
					Eliza Manning	ditto	,,	–	– –	– –	– –	– –	2 6 8							
					Ellen Everard	ditto	,,	–	– –	– –	– –	– –	2 6 8							
					Mary Smith	ditto	,,	–	– –	– –	– –	– –	4 3 4							
					Hanna Doyle	ditto	,,	–	– –	– –	– –	– –	– 6 8							
					(One of the above appointed successor to one other, resigned).								– 6 8							
Dublin	7,883	Clondalkin	Clondalkin, female.	Presentation Nuns	Frances Hagerty	Monitor	R. C.	–	13 10 –	27 10 –	41 – –	– –	– –	–	413	–	–	413	130
					Margaret Macan	ditto	,,	–	– –	– –	– –	– –	5 13 4							
					Josephine Hagerty	ditto	,,	–	– –	– –	– –	– –	5 13 4							
					Eliza Fallon	ditto	,,	–	– –	– –	– –	– –	2 5 –							
													– 15 6							

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued*.

County.	Roll No.	Parish.	School.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, For Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					Name.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.								
Dublin	5,600	Monkstown	Kingstown, female	St. Mary's, Dominician Nuns.	Mary Nolan	Monitor	R. C.		14 5 –	95 1 3	109 6 3	–	–	–	882	–	–	882	497
					Margaret Connor	ditto	,,		–	–	–	–	10 – –						
					Mary Anderson	ditto	,,		–	–	–	–	5 – –						
					Eliza Hennessy	ditto	,,		–	–	–	–	9 10 –						
					Eliza Redmond	ditto	,,		–	–	–	–	7 3 4						
					Teresa Ryan	ditto	,,		–	–	–	–	6 16 8						
					Sarah Lovely	ditto	,,		–	–	–	–	5 5 –						
					Teresa Byrne	ditto	,,		–	–	–	–	4 10 –						
					M. A. Davey	ditto	,,		–	–	–	–	4 1 8						
					Mary Ryan	ditto	,,		–	–	–	–	3 8 4						
					Margaret Swords	ditto	,,		–	–	–	–	– 15 –						
					Kate Rossiter	ditto	,,		–	–	–	–	2 15 –						
					Anne Curran	ditto	,,		–	–	–	–	2 5 –						
					Mary Keogh	ditto	,,		–	–	–	–	2 10 –						
					Mary Medlicot	ditto	,,		–	–	–	–	1 – –						
					Anne Anderson	ditto	,,		–	–	–	–	1 – –						
					(Two of the above are successors to two others, resigned.														
Dublin	5,933	St. Michael's	George's Hill, female.	Presentation Nuns	Eliza Murphy	Pupil teacher	R. C.		21 – –	101 8 9	122 8 9	–	–	–	1,128	–	–	1,128	529
					Lizzie Fulham	Monitor	,,		–	–	–	–	20 – –						
					Juliana O'Connor	ditto	,,		–	–	–	–	9 3 4						
					Elizabeth Byrne	ditto	,,		–	–	–	–	10 – –						
					Bessy Maher	ditto	,,		–	–	–	–	10 – –						
					Jane Sproule	ditto	,,		–	–	–	–	10 – –						
					Eliza Sterne	ditto	,,		–	–	–	–	9 3 4						
					M. A. O'Neill	ditto	,,		–	–	–	–	9 3 4						
					Anne Kane	ditto	,,		–	–	–	–	7 – –						
					Margaret Lynch	ditto	,,		–	–	–	–	1 10 –						
					M. A. Hyland	ditto	,,		–	–	–	–	5 13 4						
					Mary O'Connor	ditto	,,		–	–	–	–	5 13 4						
					Hester Sproule	ditto	,,		–	–	–	–	3 18 4						
					Anne Hudson	ditto	,,		–	–	–	–	4 11 8						
					Maria Johnston	ditto	,,		–	–	–	–	4 11 8						
					Margaret Gaynor	ditto	,,		–	–	–	–	3 6 8						
					Anne Larkin	ditto	,,		–	–	–	–	3 6 8						
					Margaret Keogh	ditto	,,		–	–	–	–	3 6 8						
					Margaret Goodwin	ditto	,,		–	–	–	–	3 6 8						
					(One of the above is successor to one other, resigned).														

Dublin	1,149	St. Mary's	King's Inn-street, female.	Sisters of Charity	Anne Rooney	Pupil teacher	R. C.	–	47 10 –	141 – –	188 10 –	– –	20 – –	–	1,573	–	–	1,573	792
					Mary Tew	ditto	„	–	– –	– –	– –	– –	20 – –						
					Eliza O'Hara	ditto	„	–	– –	– –	– –	– –	11 13 4						
					Cecilia Coogan	ditto	„	–	– –	– –	– –	– –	5 – –						
					Mary M'Niffe	ditto	„	–	– –	– –	– –	– –	15 – –						
					Mary Gaffney	ditto	„	–	– –	– –	– –	– –	8 6 8						
					Mary Gaffney	Monitor	„	–	– –	– –	– –	– –	4 – –						
					Mary M'Garry	ditto	„	–	– –	– –	– –	– –	10 – –						
					Alicia Smith	ditto	„	–	– –	– –	– –	– –	7 10 –						
					Teresa Foran	ditto	„	–	– –	– –	– –	– –	10 – –						
					Kate Gibney	ditto	„	–	– –	– –	– –	– –	9 3 4						
					Mary Greham	ditto	„	–	– –	– –	– –	– –	9 3 4						
					Mary Con	ditto	„	–	– –	– –	– –	– –	6 13 4						
					Margaret Byrne	ditto	„	–	– –	– –	– –	– –	2 13 4						
					Eliza Conroy	ditto	„	–	– –	– –	– –	– –	8 13 4						
					Mary J. Mooney	ditto	„	–	– –	– –	– –	– –	8 13 4						
					Christina O'Hara	ditto	„	–	– –	– –	– –	– –	8 – –						
					Margaret Reid	ditto	„	–	– –	– –	– –	– –	6 16 8						
					Bedilia Weeks	ditto	„	–	– –	– –	– –	– –	6 16 8						
					Eliza Keating	ditto	„	–	– –	– –	– –	– –	6 10 –						
					Mary Hickery	ditto	„	–	– –	– –	– –	– –	6 – –						
					Eliza Maguire	ditto	„	–	– –	– –	– –	– –	5 16 8						
					M. Flanagan	ditto	„	–	– –	– –	– –	– –	– 8 4						
					J. M'Donough	ditto	„	–	– –	– –	– –	– –	4 16 8						
					E. Sherlock	ditto	„	–	– –	– –	– –	– –	5 6 8						
					R. Carroll	ditto	„	–	– –	– –	– –	– –	5 5 –						
					E. Flinn	ditto	„	–	– –	– –	– –	– –	5 5 –						
					M. Whelan	ditto	„	–	– –	– –	– –	– –	5 3 4						
					E. Foster	ditto	„	–	– –	– –	– –	– –	5 1 8						
					M. Cogan	ditto	„	–	– –	– –	– –	– –	4 11 8						
					M. M'Cabe	ditto	„	–	– –	– –	– –	– –	4 11 8						
					Ann Gaffney	ditto	„	–	– –	– –	– –	– –	3 6 8						
					Mary Ansell	ditto	„	–	– –	– –	– –	– –	2 1 8						
					Eliza Dowling	ditto	„	–	– –	– –	– –	– –	1 5 –						
					Mary Favlin	ditto	„	–	– –	– –	– –	– –	1 5 –						
					M. A. Murphy	ditto	„	–	– –	– –	– –	– –	– 8 4						
					Kate Kelly	ditto	„	–	– –	– –	– –	– –	– 8 4						
					(Two pupil teachers above are successors to two others, resigned; six paid monitors are successors to six others, resigned).														
Dublin	2,018	St. Anne's	Baggot-street, female.	Sisters of Mercy	Margaret Dermody	Pupil teacher	R. C.	–	28 10 –	149 8 9	177 18 9	– –	20 – –	–	1,641	–	–	1,641	850
					Kate Bennett	ditto	„	–	– –	– –	– –	– –	20 – –						
					Mary A. Madden	ditto	„	–	– –	– –	– –	– –	20 – –						
					Mary Kelly	ditto	„	–	– –	– –	– –	– –	20 – –						
					Mary M'Onade	Monitor	„	–	– –	– –	– –	– –	10 – –						
					Eliza Knight	ditto	„	–	– –	– –	– –	– –	10 – –						
					M. A. Nolan	ditto	„	–	– –	– –	– –	– –	9 6 8						
					Margaret Batty	ditto	„	–	– –	– –	– –	– –	7 16 8						
					Louisa Davis	ditto	„	–	– –	– –	– –	– –	1 10 –						
					Mary Hampson	ditto	„	–	– –	– –	– –	– –	3 – –						
					Margaret Brennan	ditto	„	–	– –	– –	– –	– –	6 10 –						
					Mary Kelly	ditto	„	–	– –	– –	– –	– –	3 5 –						
					Mary Kennagh	ditto	„	–	– –	– –	– –	– –	5 5 10						
					Mary Lawler	ditto	„	–	– –	– –	– –	– –	5 5 10						

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Positon in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Dublin - (*continued*)	2,018	St. Anne's -	Baggot-street, female.	Sisters of Mercy	Honor Hogan - -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	5 15 –						
					Mary Cox - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 15 –						
					Nanny Kelly - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 5 10						
					Kate Byrne - -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 5 –						
					M. A. Sharpe - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 5 10						
					Agnes M'Donagh -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 5 10						
					Mary Ward - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Mary Doran - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 5 10						
					Eliza Hatton - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 15 10						
					Philomena Dermody	ditto -	,,	–	– – –	– – –	– – –	– – –	2 15 10						
					M. A. Conlon - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 15 10						
					Kate Rigney - -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 15 –						
					Teresa Duffy - -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 15 –						
					K. Phelan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Sarah Ryan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Maria M'Carthy -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Eliza Cox - -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 5 –						
					Nannie Doyle - -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 10 –						
					Kate Penrees - -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 10 –						
					(Six of the above are successors to six others, resigned.)														
Dublin -	6,372	Whitechurch -	Fir House, female	Carmelite Nuns -	- - -	- -	–	–	– – –	10 – –	10 – –	– – –	–	–	119	–	–	119	40
					Jane Thompson -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	1 5 –						
					Mary Leech - -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 – –						
					Anne Muldoon -	ditto -	,,	–	– – –	– – –	– – –	– – –	1 – –						
					(One of the above appointed successor to one other, who resigned.)														
Kildare -	771	Kildare -	Kildare, female -	Presentation Nuns	- - -	- -	–	–	4 – –	23 15 –	27 15 –	– – –	–	–	260	–	–	260	108
					J. Southwell - -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	4 3 4						
					C. Toole - -	ditto -	,,	–	– – –	– – –	– – –	– – –	10 – –						
					A. Taylor - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 13 4						
					A. Bannon - -	ditto -	,,	–	– – –	– – –	– – –	– – –	7 10 –						
					M. Daly - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 18 4						
					M. A. M'Donnell -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					(Two of the above are successors to two others, resigned.)														

Kildare	779	Larabrien	Maynooth, female	Presentation Nuns	- - -	- -	-	-	-	-	27 10 -	27 10 -	-	-	-	-	266	-	-	266	129
					K. Downes	Monitor	R. C.	-	-	-	-	-	-	-	4 11 8										
					A. Quinn	ditto	,,	-	-	-	-	-	-	-	10 - -										
					S. Clancy	ditto	,,	-	-	-	-	-	-	-	6 - -										
					M. A. Farrell	ditto	,,	-	-	-	-	-	-	-	1 - -										
					(One of the above is successor to one other, resigned.)																				
Kildare	1,151	Claw	Claw, female	Presentation Nuns	- - -	- -	-	-	-	-	20 - -	20 - -	-	-	-	-	184	-	-	184	84
					Mary Harrigan	Monitor	R. C.	-	-	-	-	-	-	-	10 - -										
					M. Kittrick	ditto	,,	-	-	-	-	-	-	-	1 13 4										
					K. Fanelly	ditto	,,	-	-	-	-	-	-	-	2 - -										
					B. Dunne	ditto	,,	-	-	-	-	-	-	-	- 8 4										
					(One of the above appointed successor to one other, resigned.)																				
Kildare	3,246	Naas	Naas, female	Sisters of Mercy	- - -	- -	-	-	1 - -	38 15 -	39 15 -	-	-	-	-	370	-	-	370	1781					
					J. Dalton	Monitor	R. C.	-	-	-	-	-	-	-	9 3 4										
					K. Cullen	ditto	,,	-	-	-	-	-	-	-	7 10 -										
					K. Stanley	ditto	,,	-	-	-	-	-	-	-	7 - -										
					B. Harris	ditto	,,	-	-	-	-	-	-	-	7 - -										
					M. Wragg	ditto	,,	-	-	-	-	-	-	-	5 6 8										
Kildare	4,997	St. Michael's	Athry, female	Sisters of Mercy	- - -	- -	-	-	23 10 -	59 8 9	82 18 9	-	-	-	-	646	-	-	646	283					
					K. Wall	Industrial teacher.	R. C.	-	-	-	-	-	-	10 - -											
					M. Lawler	Monitor	,,	-	-	-	-	-	-	-	10 - -										
					C. Connor	ditto	,,	-	-	-	-	-	-	-	6 - -										
					T. Wall	ditto	,,	-	-	-	-	-	-	-	5 16 8										
					E. Kelly	ditto	,,	-	-	-	-	-	-	-	9 6 8										
					M. Reilly	ditto	,,	-	-	-	-	-	-	-	7 13 4										
					M. Brady	ditto	,,	-	-	-	-	-	-	-	7 10 -										
					M. Lawler	ditto	,,	-	-	-	-	-	-	-	7 10 -										
					M. Long	ditto	,,	-	-	-	-	-	-	-	- 5 -										
					H. Moore	ditto	,,	-	-	-	-	-	-	-	3 - -										
					L. Browne	ditto	,,	-	-	-	-	-	-	-	3 - -										
					M. A. Lawler	ditto	,,	-	-	-	-	-	-	-	5 5 10										
					M. Nolan	ditto	,,	-	-	-	-	-	-	-	5 - -										
					S. Conroy	ditto	,,	-	-	-	-	-	-	-	1 16 8										
					E. Toomy	ditto	,,	-	-	-	-	-	-	-	2 10 -										
					(Three of the above successors to three others, resigned.)																				
Kilkenny	806	St. Mary's	Kilkenny, female	Presentation Nuns	- - -	- -	-	-	8 - -	64 5 -	72 5 -	-	-	-	-	690	-	-	690	318					
					Mary D'Arcy	Industrial teacher	R. C.	-	-	-	-	-	-	20 - -											
					M. A. M'Donnell	Monitor	,,	-	-	-	-	-	-	-	10 - -										
					Eliza Hanlon	ditto	,,	-	-	-	-	-	-	-	8 6 8										
					Mary Hartford	ditto	,,	-	-	-	-	-	-	-	8 6 8										
					M. A. Hearne	ditto	,,	-	-	-	-	-	-	-	3 16 8										
					Winifred Keeffe	ditto	,,	-	-	-	-	-	-	-	7 10 -										
					Margaret Kenny	ditto	,,	-	-	-	-	-	-	-	5 13 4										
					Mary Gahan	ditto	,,	-	-	-	-	-	-	-	5 8 4										
					Mary Delany	ditto	,,	-	-	-	-	-	-	-	2 1 8										
					Mary Egan	ditto	,,	-	-	-	-	-	-	-	2 1 8										
					Mary O'Reilly	ditto	,,	-	-	-	-	-	-	-	2 1 8										
					Kate Cantwell	ditto	,,	-	-	-	-	-	-	-	2 1 8										
					Mary Fleming	ditto	,,	-	-	-	-	-	-	-	2 1 8										
					Mary Tynan	ditto	,,	-	-	-	-	-	-	-	2 1 8										
					(One of the above appointed successor to one other, who left within the year.)																				

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued.*

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Kilkenny	5,437	Pollrone	Mooncoin, female	Presentation Nuns	- - -	- -	–	–	- -	30 - -	30 - -	- -	- -	–	288	–	–	288	140
					Mary Power	Industrial teacher.	R. C.	–	- -	- -	- -	10 - -	—						
					Alice Howley	Monitor	,,	–	- -	- -	- -	- -	6 6 8						
					Anastasia Walsh	ditto	,,	–	- -	- -	- -	- -	6 6 8						
					Mary Hassett	ditto	,,	–	- -	- -	- -	- -	3 3 4						
Kilkenny	9,134	Grange Silva	Gousbridge, female	Sisters of Saint Bridget.	- - -	- -	–	–	- -	16 5 -	16 5 -	- -	- -	–	164	–	–	164	74
					Mary A. Moran	Monitor	R. C.	–	- -	- -	- -	- -	1 13 4						
					Bridget Phelan	ditto	,,	–	- -	- -	- -	- -	1 13 4						
					Joanna Maher	ditto	,,	–	- -	- -	- -	- -	1 13 4						
					Kate Breen	ditto	,,	–	- -	- -	- -	- -	1 13 4						
King's	823	Rahan	Killina, female	Presentation Nuns	- - -	- -	–	–	- -	15 - -	15 - -	- -	- -	–	154	–	–	154	62
					Anne Peatson	Monitor	R. C.	–	- -	- -	- -	- -	4 11 8						
King's	2,080	Kilbride	Tullamore, female	Sisters of Mercy	- - -	- -	–	–	11 - -	38 15 -	49 15 -	- -	- -	–	543	–	–	543	189
					Mary Eustace	Monitor	R. C.	–	- -	- -	- -	- -	10 - -						
					Mary Farrell	ditto	,,	–	- -	- -	- -	- -	8 3 4						
					Teresa Lynch	ditto	,,	–	- -	- -	- -	- -	9 16 8						
					Mary Cody	ditto	,,	–	- -	- -	- -	- -	5 15 -						
					Kate Finn	ditto	,,	–	- -	- -	- -	- -	- 15 10						
King's	3,220	Birr	Birr, female	Sisters of Mercy	- - -	- -	–	–	5 10 -	40 - -	45 10 -	- -	- -	–	482	–	–	482	182
					Sarah Molloy	Monitor	R. C.	–	- -	- -	- -	- -	3 15 -						
					Johanna Keaty	ditto	,,	–	- -	- -	- -	- -	6 10 -						
					Eliza Farrell	ditto	,,	–	- -	- -	- -	- -	5 5 -						
King's	7,741	Clonyhorke	Portarlington, female.	Presentation Nuns	- - -	- -	–	–	12 10 -	23 15 -	36 5 -	- -	- -	–	277	–	–	277	108
					Mary Fitzgerald	Industrial teacher.	R. C.	–	- -	- -	- -	3 10 -	—						
					Rose Dempsey	ditto	,,	–	- -	- -	- -	8 10 -	—						
					Mary Dempsey	Monitor	,,	–	- -	- -	- -	- -	4 3 4						
					Anne Shanahan	ditto	,,	–	- -	- -	- -	- -	10 - -						
					Margaret Orange	ditto	,,	–	- -	- -	- -	- -	2 18 4						
					Mary Farrell	ditto	,,	–	- -	- -	- -	- -	9 16 8						
					Bridget Cummins	ditto	,,	–	- -	- -	- -	- -	3 5 -						
					Anne Kirwan	ditto	,,	–	- -	- -	- -	- -	6 - -						
					M. A. Keenan	ditto	,,	–	- -	- -	- -	- -	1 3 4						
					(One of the above monitors was appointed successor to one other, who left during year. Also, one of the industrial teachers appointed successor to the other).														

King's	8,982	Kilbride	Clara, female	Sisters of Mercy	- - -	- -	–	–	5 – –	20 – –	25 – –	- -	–	–	254	–	–	254	88
					Margaret Carty	Monitor	R. C.	–	- - -	- - -	- - -	- -	5 10 –							
					Mary Kenigan	ditto	,,	–	- - -	- - -	- - -	- -	5 11 8							
					Anne Devery	ditto	,,	–	- - -	- - -	- - -	- -	– 10 –							
King's	9,227	Reynagh	Banagher, female	Les Dames de la Saint Union.	- - -	–	–	–	- -	6 5 –	6 5 –	- -	–	–	176	–	–	176	110
Longford	837	Templemichael	Longford, female	Sisters of Mercy	- - -	–	–	–	12 – –	40 – –	52 – –	- -	–	–	491	–	–	491	187
					Maria Thompson	Monitor	R. C.	–	- - -	- - -	- - -	- -	7 13 4							
					Agnes Cogan	ditto	,,	–	- - -	- - -	- - -	- -	8 6 8							
					Eliza Friery	ditto	,,	–	- - -	- - -	- - -	- -	7 13 4							
					M. A. O'Loughlin	ditto	,,	–	- - -	- - -	- - -	- -	9 16 8							
					M. A. Garahan	ditto	,,	–	- - -	- - -	- - -	- -	7 13 4							
					Bridget Farrell	ditto	,,	–	- - -	- - -	- - -	- -	6 3 4							
					Margaret Boyle	ditto	,,	–	- - -	- - -	- - -	- -	5 6 8							
					M. A. Harrison	ditto	,,	–	- - -	- - -	- - -	- -	– 8 4							
					Bridget Kennedy	ditto	,,	–	- - -	- - -	- - -	- -	– 8 4							
					Kate Ireland	ditto	,,	–	- - -	- - -	- - -	- -	– 8 4							
					(One of the above succeeded one other, who resigned.)															
Louth	851	St. Peter's	Drogheda, female	Presentation Nuns	- - -	–	–	–	1 – –	81 5 –	82 5 –	- -	–	–	1,113	–	–	1,113	411
					Anne Green	Industrial teacher.	R. C.	–	- - -	- - -	- - -	15 – –	—							
					Catherine Connolly	Monitor	,,	–	- - -	- - -	- - -	- -	3 6 8							
					Eliza Coffey	ditto	,,	–	- - -	- - -	- - -	- -	7 10 –							
					Rose Teman	ditto	,,	–	- - -	- - -	- - -	- -	5 15 –							
					Mary Hanrathy	ditto	,,	–	- - -	- - -	- - -	- -	8 6 8							
					Eliza Nugent	ditto	,,	–	- - -	- - -	- - -	- -	8 6 8							
					Celia Waters	ditto	,,	–	- - -	- - -	- - -	- -	10 – –							
					Teresa Downey	ditto	,,	–	- - -	- - -	- - -	- -	6 8 4							
					Margaret Reilly	ditto	,,	–	- - -	- - -	- - -	- -	3 15 –							
					Anne Magrane	ditto	,,	–	- - -	- - -	- - -	- -	2 15 –							
					M. A. O'Brien	ditto	,,	–	- - -	- - -	- - -	- -	5 – –							
					Anne Connolly	ditto	,,	–	- - -	- - -	- - -	- -	2 18 4							
					Mary Beard	ditto	,,	–	- - -	- - -	- - -	- -	– 16 8							
					Margaret Magrane	ditto	,,	–	- - -	- - -	- - -	- -	– 16 8							
					(Three of the above appointed successors to three others, who left during year.)															
Louth	5,387	Dundalk	Dundalk, female (No. 2).	Sisters of Mercy	- - -	–	–	–	5 – –	61 18 9	66 18 9	10 – –	–	–	862	–	–	862	310
					Kate Finnegan	Monitor	R. C.	–	- - -	- - -	- - -	- -	9 6 8							
					Louisa Fitzgerald	ditto	,,	–	- - -	- - -	- - -	- -	5 11 8							
					Jane O'Hare	ditto	,,	–	- - -	- - -	- - -	- -	8 3 4							
					Ann J. Kenny	ditto	,,	–	- - -	- - -	- - -	- -	8 3 4							
					Mary Crinion	ditto	,,	–	- - -	- - -	- - -	- -	5 5 –							
					Martha Gannon	ditto	,,	–	- - -	- - -	- - -	- -	–							
					Kate Kearney	ditto	,,	–	- - -	- - -	- - -	- -	1 – –							
					Rose M'Grath	ditto	,,	–	- - -	- - -	- - -	- -	2 10 –							
					Ellen Prunty	ditto	,,	–	- - -	- - -	- - -	- -	2 10 –							
					Anne Larkin	ditto	,,	–	- - -	- - -	- - -	- -	– 16 8							
					(Two of the above appointed successors to two others, resigned.)															
Louth	8,052	St. Mary's	St. Mary's, female	Sisters of Mercy	- - -	–	–	–	3 – –	56 18 –	61 18 –	- -	–	–	584	–	–	584	295
					Ellen M'Donald	Monitor	R. C.	–	- - -	- - -	- - -	- -	5 16 8							
					Margaret Quinn	ditto	,,	–	- - -	- - -	- - -	- -	4 1 4							
					Bridget Lawlers	ditto	,,	–	- - -	- - -	- - -	- -								

I.—Detail, as per Headings, for each Convent and Monastic School in connection with the Board of National Education in *Ireland* on 31st December 1863—*continued.*

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amount paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils or Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Louth - - (*continued.*)	8,052	St. Mary's -	St. Mary's, female.	Sisters of Mercy	Mary Gilmore - -	Monitor -	R. C. -	–	– – –	– – –	– – –	– – –	1 – –						
					Mary Brennan - -	ditto -	„	–	– – –	– – –	– – –	– – –	2 15 –						
					Kate Connor - -	ditto -	„	–	– – –	– – –	– – –	– – –	2 18 4						
					Mary Quinn - -	ditto -	„	–	– – –	– – –	– – –	– – –	1 10 –						
					Mary Weldon - -	ditto -	„	–	– – –	– – –	– – –	– – –	1 10 –						
					Margaret Sheny -	ditto -	„	–	– – –	– – –	– – –	– – –	1 3 4						
					(Two of the above appointed as successors to two others, resigned).														
					- - -	- -	–	–	– – –	22 10 –	22 10 –	– – –	–	–	214	–	–	214	104
Louth - -	8,445	Ardee - -	Ardee, female, No. 2.	Sisters of Mercy	Mary Devine - -	Monitor -	R. C. -	–	– – –	– – –	– – –	– – –	2 15 –						
					Kate Maginn - -	ditto -	„	–	– – –	– – –	– – –	– – –	2 15 –						
					Anne Fortescue -	ditto -	„	–	– – –	– – –	– – –	– – –	1 3 4						
					- - -	- -	–	–	4 – –	47 2 –	51 10 –	– – –	–	8	566	–	–	574	226
Meath - -	883	Navan - -	Navan, female -	Loretto Nuns -	Julia M'Cormick -	Monitor -	R. C. -	–	– – –	– – –	– – –	– – –	4 3 4						
					Rose Daly - -	ditto -	„	–	– – –	– – –	– – –	– – –	4 3 4						
					Rose M'Cormick -	ditto -	„	–	– – –	– – –	– – –	– – –	2 18 4						
					Bridget Fitzsimon -	ditto -	„	–	– – –	– – –	– – –	– – –	2 10 –						
					Mary Pearson - -	ditto -	„	–	– – –	– – –	– – –	– – –	2 10 –						
					(Two of the above appointed successors to two others, resigned).														
					- - -	- -	–	–	8 15 –	36 5 –	45 – –	– – –	–	1	365	–	–	366	169
Meath - -	7,472	Navan - -	Navan, female, No. 2.	Sisters of Mercy	Anne Gillie - -	Industrial teacher.	R. C. -	–	– – –	– – –	– – –	5 – –	—						
					Anne Smyth - -	ditto -	„	–	– – –	– – –	– – –	6 – –	—						
					Mary M'Gough -	Monitor -	„	–	– – –	– – –	– – –	– – –	8 – –						
					Margaret Nevin -	ditto -	„	–	– – –	– – –	– – –	– – –	5 1 8						
					Julia Rorke - -	ditto -	„	–	– – –	– – –	– – –	– – –	5 1 8						
					(One of the industrial teachers, successor to the other, resigned).														
					- - -	- -	–	–	– – –	26 5 –	26 5 –	– – –	–	3	274	–	–	277	119
Queen's -	902	Clooninagh -	Coote-street, female.	Sisters of Saint Bridget.	Eliza Farrell - -	Monitor -	R. C. -	–	– – –	– – –	– – –	– – –	5 – –						
					Alice Redmond -	ditto -	„	–	– – –	– – –	– – –	– – –	10 – –						
					Kate Sheridan - -	ditto -	„	–	– – –	– – –	– – –	– – –	8 13 4						
					Margaret Dugan -	ditto -	„	–	– – –	– – –	– – –	– – –	4 – –						
					Mary Flinn - -	ditto -	„	–	– – –	– – –	– – –	– – –	4 – –						
					- - -	- -	–	–	5 – –	37 10 –	42 10 –	– – –	–	–	422	–	–	422	182
Queen's -	1,956	Maryboro' -	Maryboro', female,	Presentation Nuns	Anne Scully - -	Industrial teacher.	R. C. -	–	– – –	– – –	– – –	10 – –	—						
					Bessie Connor - -	Monitor -	„	–	– – –	– – –	– – –	– – –	2 10 –						

Queen's (*continued.*)	1,956	Maryboro'	Maryboro', female.	Presentation Nuns	Bridget Delany	Monitor	R. C.	–	– –	– –	– –	– –	3 6 8									
					Alicia Gibson	ditto	,,	–	– –	– –	– –	– –	9 – –									
					Mary Connor	ditto	,,	–	– –	– –	– –	– –	5 10 –									
					Eliza Maher	ditto	,,	–	– –	– –	– –	– –	1 6 8									
					Eliza Troy	ditto	,,	–	– –	– –	– –	– –	4 – –									
					Anne Holbrook	ditto	,,	–	– –	– –	– –	– –	3 6 8									
					(One of the above appointed in place of one other, resigned).																	
Queen's	6,497	Stradbally	Stradbally, female	Presentation Nuns	– – –	– –	–	–	1 10 –	41 5 –	42 15 –	– –	– – –	–	368	–	–	368	184			
					Teresa Murphy	Industrial teacher.	R. C.	–	– –	– –	– –	9 3 4	—									
					Eliza Byrne	Monitor	,,	–	– –	– –	– –	– –	6 16 8									
					Mary Gorman	ditto	,,	–	– –	– –	– –	– –	9 – –									
					Anne Waters	ditto	,,	–	– –	– –	– –	– –	9 – –									
					Bridget Kilbride	ditto	,,	–	– –	– –	– –	– –	5 13 4									
					Mary Geraghty	ditto	,,	–	– –	– –	– –	– –	3 – –									
					Mary Cusack	ditto	,,	–	– –	– –	– –	– –	– 10 –									
					Sarah Buggy	ditto	,,	–	– –	– –	– –	– –	1 10 –									
					Kate Murphy	ditto	,,	–	– –	– –	– –	– –	– 6 8									
					(Three of the above monitors, appointed as successors to three others, resigned).																	
Queen's	7,183	Rosmallis	Mountmellic, female.	Presentation Nuns	– – –	– –	–	–	7 10 –	31 5 –	38 15 –	– –	– – –	–	360	–	–	360	144			
					Kate Doyle	Monitor	R. C.	–	– –	– –	– –	– –	10 – –									
					Catherine Kelly	ditto	,,	–	– –	– –	– –	– –	8 16 8									
					Margaret Cleary	ditto	,,	–	– –	– –	– –	– –	8 – –									
					Margaret Conroy	ditto	,,	–	– –	– –	– –	– –	8 – –									
					Bridget Tracy	ditto	,,	–	– –	– –	– –	– –	5 13 4									
Queen's	7,442	Aghboe	Borris in Ossory, female.	Loretto Nuns	– – –	– –	–	–	– –	13 15 –	13 15 –	– –	– – –	4	122	–	–	126	54			
					Ellen Fitzpatrick	Monitor	R. C.	–	– –	– –	– –	– –	8 6 8									
					Kate Horan	ditto	,,	–	– –	– –	– –	– –	3 3 4									
Queen's	3,526	Abbeyleix	Abbeyleix, female	Sisters of Saint Bridget.	– – –	– –	–	–	– –	18 15 –	18 15 –	– –	– – –	–	174	–	–	174	83			
					Kate M'Evoy	Monitor	R. C.	–	– –	– –	– –	– –	10 – –									
					Margaret M'Evoy	ditto	,,	–	– –	– –	– –	– –	8 – –									
					Bridget Lawler	ditto	,,	–	– –	– –	– –	– –	10 – –									
Westmeath	934	Mullingar	Mullingar, female	Presentation Nuns	– – –	– –	–	–	5 10 –	48 15 –	54 5 –	– –	– – –	–	693	–	–	693	224			
					M. Connell	Monitor	R. C.	–	– –	– –	– –	– –	7 – –									
					K. Sheridan	ditto	,,	–	– –	– –	– –	– –	7 – –									
					Honor Nally	ditto	,,	–	– –	– –	– –	– –	2 13 4									
					Eliza Carbury	ditto	,,	–	– –	– –	– –	– –	3 10 –									
Westmeath	6,674	Castlelost	Rochford Bridge, female.	Sisters of Mercy	– – –	– –	–	–	5 – –	18 15 –	23 15 –	– –	– – –	–	191	–	–	191	80			
					S. Duncan	Monitor	R. C.	–	– –	– –	– –	– –	4 3 4									
					J. Pilkington	ditto	,,	–	– –	– –	– –	– –	4 3 4									
Westmeath	8,682	Moate	Moate, female, No. 2.	Sisters of Mercy	– – –	– –	–	–	5 – –	40 – –	45 – –	– –	– – –	–	563	–	–	563	180			
					Bridget Martin	Monitor	R. C.	–	– –	– –	– –	– –	5 15 –									
					C. Canning	ditto	,,	–	– –	– –	– –	– –	5 3 4									
					Bessie Martin	ditto	,,	–	– –	– –	– –	– –	5 3 4									
					M. Maleady	ditto	,,	–	– –	– –	– –	– –	5 3 4									
					J. Byrne	ditto	,,	–	– –	– –	– –	– –	5 3 4									
Wexford	3,634	St. Mary's	Newtown Barry, female.	Faithful Companions of Jesus	– – –	– –	–	–	2 10 –	15 – –	17 10 –	– –	– – –	–	180	–	–	180	67			
					C. Dillon	Monitor	R. C.	–	– –	– –	– –	– –	6 10 –									
					E. Guilfoile	ditto	,,	–	– –	– –	– –	– –	6 10 –									

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which the Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amounts paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Wexford - (*continued*).	3,634	St. Mary's -	Newtown Barry, female.	Faithful Companions of Jesus.	M. Dillon - -	Monitor -	R. C.		- -	- -	- -	- -	3 - -						
					C. Byrne - -	ditto -	„		- -	- -	- -	- -	1 13 4						
					(One of the preceding is successor to one other, resigned.)														
Wexford -	967	St. Mary's -	New Ross, female	Carmelite Nuns	- - -	- -	-		1 - -	28 15 -	29 15 -	- -	-	-	559	-	-	559	132
					Bridget Ryan - -	Industrial teacher.	R. C.		- -	- -	- -	10 - -	-						
					M. A. Hendrick -	Monitor -	„		- -	- -	- -	- -	6 - -						
					Margaret Redmond -	ditto -	„		- -	- -	- -	- -	3 - -						
					Margaret Bryan -	ditto -	„		- -	- -	- -	- -	2 18 4						
Wexford -	9,047	St. Mary's -	New Ross, No. 2	Sisters of Mercy	- - -	- -	-		- -	30 - -	30 - -	- -	-	-	405	-	-	405	138
					M. Maddock - -	Monitor -	R. C.		- -	- -	- -	- -	2 18 4						
Wexford -	8,221	St. Mary's -	Templeshannon, female.	Sisters of Mercy	- - -	- -	-		1 - -	18 15 -	19 15 -	- -	-	-	216	-	-	216	89
					M. Bryan - -	Monitor -	R. C.		- -	- -	- -	- -	3 6 8						
					M. Roche - -	ditto -	„		- -	- -	- -	- -	10 - -						
					M. Quinne - -	ditto -	„		- -	- -	- -	- -	2 13 4						
					M. Davis - -	ditto -	„		- -	- -	- -	- -	2 18 4						
Wexford -	969	St. John's -	Wexford, female	Presentation Nuns	- - -	- -	-		- -	58 7 6	58 7 6	- -	-	-	725	-	-	725	270
					A. M'Evoy - -	Monitor -	R. C.		- -	- -	- -	- -	10 - -						
					M. Brophy - -	ditto -	„		- -	- -	- -	- -	10 - -						
					K. Monaghan -	ditto -	„		- -	- -	- -	- -	8 13 4						
					M. A. Lawler -	ditto -	„		- -	- -	- -	- -	7 3 4						
					M. Breen - -	ditto -	„		- -	- -	- -	- -	3 1 8						
Wexford -	4,949	St. John's -	Wexford, infant -	Sisters of Mercy	- - -	- -	-		- -	35 - -	35 - -	- -	-	-	402	-	-	402	159
					M. Prendergast -	Monitor -	R. C.		- -	- -	- -	- -	7 - -						
					K. Power - -	ditto -	„		- -	- -	- -	- -	8 6 8						
					Johanna Devereux -	ditto -	„		- -	- -	- -	- -	8 16 8						
Wexford -	3,824	Kilmakillogue	Gorey, female -	Loretto Nuns -	- - -	- -	-		4 10 -	33 15 -	38 5 -	- -	-	-	427	-	-	427	152
					M. Rowan - -	Monitor -	R. C.		- -	- -	- -	- -	9 - -						
					B. Synnolt - -	ditto -	„		- -	- -	- -	- -	1 - -						
					E. Doyle - - -	ditto -	„		- -	- -	- -	- -	6 16 8						
					M. O'Neill - -	ditto -	„		- -	- -	- -	- -	3 - -						
					B. Vardy - - -	ditto -	„		- -	- -	- -	- -	2 15 -						
					M. Redmond - -	ditto -	„		- -	- -	- -	- -	2 15 -						
Wexford -	6,038	St. Mary's -	Enniscorthy, female.	Presentation Nuns	- - -	- -	-		4 - -	36 5 -	40 5 -	- -	-	-	405	-	-	405	169
					K. Doyle - -	Monitor -	R. C.		- -	- -	- -	- -	5 11 8						
					M. Maguire - -	ditto -	„		- -	- -	- -	- -	5 11 8						
					E. Haughton - -	ditto -	„		- -	- -	- -	- -	4 11 8						
					M. Bartin - -	ditto -	„		- -	- -	- -	- -	1 - -						
					M. Dack - - -	ditto -	„		- -	- -	- -	- -	1 - -						

Wicklow	5,237	Delgany	Delgany, female	Carmelite Nuns	- - -	- -	-	-	6 - -	13 15 -	19 15 -	- -	-	-	-	160	-	-	160	64
					Alicia Douglas	Monitor	R. C.	-	- -	- -	- -	- -	8 10 -							
					Anne Kavanagh	ditto	,,	-	- -	- -	- -	- -	5 - -							
					Ellen Woods	ditto	,,	-	- -	- -	- -	- -	3 - -							
					Bridget Hill	ditto	,,	-	- -	- -	- -	- -	2 - -							
Wicklow	7,180	Bray	Bray, female, No. 2.	Loretto Nuns	- - -	- -	-	-	3 - -	46 5 -	49 5 -	- -	-	-	-	491	-	-	491	212
					Anne Maugan	Monitor	R. C.	-	- -	- -	- -	- -	7 10 -							
					Mary Dillon	ditto	,,	-	- -	- -	- -	- -	10 - -							
					Kate Byrne	ditto	,,	-	- -	- -	- -	- -	2 10 -							
					Martha Judd	ditto	,,	-	- -	- -	- -	- -	1 - -							
					Margaret Redmond	ditto	,,	-	- -	- -	- -	- -	3 6 8							
					Jane Murphy	ditto	,,	-	- -	- -	- -	- -	1 - -							
					Sarah Fitzwilliam (Two of the above appointed successors to two others, resigned.)	ditto	,,	-	- -	- -	- -	- -	1 - -							
Galway	1,011	Loughua	Loughua, female	Carmelite Nuns	- - -	- -	-	-	- -	- -	- -	- -	-	-	-	-	-	-	-	closed
	1,013	Rahorn	Rahorn, female	Presentation Nuns	- - -	- -	-	-	8 5 -	74 17 6	83 2 6	- -	-	-	-	641	-	-	644	380
					Mary Carnick	Monitor	R. C.	-	- -	- -	- -	- -	10 - -							
					Eliza M'Cormack	ditto	,,	-	- -	- -	- -	- -	10 - -							
					Bedilia Prendergast	ditto	,,	-	- -	- -	- -	- -	8 10 -							
					H. Shaughnessy	ditto	,,	-	- -	- -	- -	- -	8 6 8							
					Mary Dempsey	ditto	,,	-	- -	- -	- -	- -	7 3 4							
					Kate Kenny	ditto	,,	-	- -	- -	- -	- -	4 5 -							
					Maria Dempsey	ditto	,,	-	- -	- -	- -	- -	5 10 -							
					Marcella M'Dermott	ditto	,,	-	- -	- -	- -	- -	5 15 -							
					Delia Levisay	ditto	,,	-	- -	- -	- -	- -	5 - -							
Galway	195	Beagh	Gort, female, No. 2.	Sisters of Mercy	- - -	- -	-	-	7 - -	55 - -	62 - -	- -	-	-	-	437	-	-	437	272
					Anne Kennedy	Monitor	R. C.	-	- -	- -	- -	- -	10 - -							
					Ellen Forde	ditto	,,	-	- -	- -	- -	- -	1 18 4							
					A. Shaughnessy	ditto	,,	-	- -	- -	- -	- -	3 10 -							
					Mary Glynn	ditto	,,	-	- -	- -	- -	- -	5 1 8							
					Honoria Sheedy	ditto	,,	-	- -	- -	- -	- -	2 1 8							
					K. Shaughnessy	ditto	,,	-	- -	- -	- -	- -	2 1 8							
					Cath. Gibbs	ditto	,,	-	- -	- -	- -	- -	1 3 4							
					Ellen Coomay (One of the above successor to one other, resigned.)	ditto	,,	-	- -	- -	- -	- -	1 3 4							
Galway	1,016	St. Nicholas	Galway, male	Brothers of St. Patrick.	- - -	- -	-	-	- -	80 3 9	80 3 9	- -	-	-	-	945	-	-	945	407
					John Bennett	Monitor	R. C.	-	- -	- -	- -	- -	10 - -							
					Nicholas M'Gann	ditto	,,	-	- -	- -	- -	- -	5 11 8							
					Dan. O'Connell	ditto	,,	-	- -	- -	- -	- -	1 - 10							
					John Curtin	ditto	,,	-	- -	- -	- -	- -	2 10 -							
					John Finnegan	ditto	,,	-	- -	- -	- -	- -	2 11 8							
					Tim. Flaherty	ditto	,,	-	- -	- -	- -	- -	2 11 8							
					Francis M'Donnell	ditto	,,	-	- -	- -	- -	- -	2 11 8							
					Edward Owens	ditto	,,	-	- -	- -	- -	- -	2 8 4							
					Bartly Roche	ditto	,,	-	- -	- -	- -	- -	1 10 -							
					Edmund Roche	ditto	,,	-	- -	- -	- -	- -	1 10 -							
					John Burke (One of the above appointed successor to one other, resigned.)	ditto	,,	-	- -	- -	- -	- -	1 10 -							
Galway	4,515	St. Nicholas	Newtown Smyth, female	Sisters of Mercy	- - -	- -	-	-	16 10 -	70 12 6	87 2 6	- -	-	-	-	897	-	-	899	353
					Eliza Langley	Industrial teacher.	R. C.	-	- -	- -	- -	5 16 8	—							
					Bridget Walsh	ditto	,,	-	- -	- -	- -	4 3 4	—							

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which Teachers (Monks or Nuns) belong.	Name and Religious Denomination of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amounts paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils or Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Galway -	4,515	St. Nicholas -	Newtown Smyth, female.	Sisters of Mercy	Fanny Hayes - -	Monitor -	R. C. -	–	– – –	– – –	– – –	– – –	7 3 4						
					Mary A. Toole -	ditto -	,,	–	– – –	– – –	– – –	– – –	7 16 8						
					Kate Mitchell - -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 – –						
					Monica Boyle - -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 – –						
					Delia Spilman - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 11 8						
					Fanny Duane - -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 18 4						
					Mary Duane - -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 11 8						
					Kate Horan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 – –						
					Maria O'Flaherty -	ditto -	,,	–	– – –	– – –	– – –	– – –	3 – –						
					Honoria Francis -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 – –						
					(One of the above industrial teachers successor to the other, resigned).														
Galway -	6,613	St. Nicholas -	St. Nicholas's, female.	Sisters of Mercy	- - -	- -	–	–	5 10 –	43 15 –	49 5 –	– – –	–	–	718	–	–	718	203
					Anne Harvey - -	Monitor -	R. C. -	–	– – –	– – –	– – –	– – –	6 10 –						
					Maria Heneham -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 10 –						
					Mary Kain - -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 10 –						
					Honora Adley - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Sabrina Shields -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 3 4						
					Sarah Haverty - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 3 4						
Galway -	6,632	Loughrea -	St. Vincent's, female.	Sisters of Mercy	- - -	- -	–	–	13 – –	55 – –	68 – –	– – –	–	–	393	–	–	393	259
					Bridget Donnellan -	ndustrial teacher.	R. C. -	–	– – –	– – –	– – –	12 – –	—						
					Maria Staunton -	Monitor -	,,	–	– – –	– – –	– – –	– – –	10 – –						
					Celia Callanan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	9 3 4						
					Margaret Heere -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 3 4						
					Eliza Dolan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 3 4						
					Teusa Murphy - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 3 4						
					Mary Carney - -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 – –						
					Kate Madden - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 – –						
Galway -	6,839	Kilcloony -	Ballinasloe, female.	Sisters of Mercy	- - -	- -	–	–	13 15 –	65 2 6	78 17 6	– – –	–	–	643	–	–	643	325
					Bridget Rafferty -	Monitor -	R. C.	–	– – –	– – –	– – –	– – –	5 16 8						
					Maria Carr - -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 10 –						
					Anne Doran - -	ditto -	,,	–	– – –	– – –	– – –	– – –	6 10 –						
					Maria Curry - -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Margaret Griffin -	ditto -	,,	–	– – –	– – –	– – –	– – –	2 10 –						
					Bridget Shannon -	ditto -	,,	–	– – –	– – –	– – –	– – –	5 3 4						
					Mary Grehan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 16 8						
					M. Hogan - -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 16 8						
					M. Donlin - -	ditto -	,,	–	– – –	– – –	– – –	– – –	– 16 8						
					Cellin Cunningham -	ditto -	,,	–	– – –	– – –	– – –	– – –	9 3 4						
					(One of the above successor to one other, resigned).														

Galway (continued)	8,322	Kilcummin	Outerard, female, No. 2.	Sisters of Mercy	- - -	- -	-	-	4 10 -	32 10 -	37 - -	- -	-	-	2	366	-	-	368	154
					Anne Ryan	Monitor	R. C.	-	- -	- -	- -	- -	5 16 8											
					Kate Hearny	ditto	„	-	- -	- -	- -	- -	1 16 8											
					Mary Walsh	ditto	„	-	- -	- -	- -	- -	5 - -											
					Jane A. Colahan	ditto	„	-	- -	- -	- -	- -	5 - -											
					Kate Clancy	ditto	„	-	- -	- -	- -	- -	2 - -											
					Jane M'Donough	ditto	„	-	- -	- -	- -	- -	2 10 -											
					(One of the above appointed successor to one other, resigned.)																			
Galway	8,795	Oranmore	Oranmore, female	Presentation Nuns	- - -	- -	-	-	4 - -	40 - -	44 - -	- -	-	-	-	283	-	-	283	189
					Anne Goode	Industrial teacher.	R. C.	-	- -	- -	- -	6 5 -	—											
					Monica Turk	Monitor	„	-	- -	- -	- -	- -	5 16 8											
					Maria Walsh	ditto	„	-	- -	- -	- -	- -	5 16 8											
					Honor Keane	ditto	„	-	- -	- -	- -	- -	5 16 8											
					Bedilia Collins	ditto	„	-	- -	- -	- -	- -	9 13 4											
					M. A. Tarpey	ditto	„	-	- -	- -	- -	- -	2 10 -											
M[illegible]	5,215	Kilmoremoy	Ballina, female	Sisters of Mercy	- - -	- -	-	-	8 - -	56 18 9	64 18 9	- -	-	-	-	629	-	-	629	273
					Ann Bell	Monitor	R. C.	-	- -	- -	- -	- -	10 - -											
					Mary M'Nulty	ditto	„	-	- -	- -	- -	- -	5 10 -											
					Catherine O'Dowd	ditto	„	-	- -	- -	- -	- -	7 10 -											
					Annie Brennan	ditto	„	-	- -	- -	- -	- -	3 - -											
					Margaret Jones	ditto	„	-	- -	- -	- -	- -	2 10 -											
					Susan Murray	ditto	„	-	- -	- -	- -	- -	2 6 8											
					M. Brennan	ditto	„	-	- -	- -	- -	- -	- 16 8											
					Ann Freeman	ditto	„	-	- -	- -	- -	- -	5 1 8											
					Mary Murphy	ditto	„	-	- -	- -	- -	- -	- 16 8											
					Maria Lynch	ditto	„	-	- -	- -	- -	- -	2 1 8											
					Georgina Crean	ditto	„	-	- -	- -	- -	- -	3 15 -											
					(One of the above successor to one other, resigned.)																			
M[illegible]	7,713	Killemduff	Swinford, female	Sisters of Mercy	- - -	- -	-	-	6 15 -	37 10 -	41 5 -	- -	-	-	2	516	-	-	518	179
					Margaret M'Dermott	Monitor	R. C.	-	- -	- -	- -	- -	8 6 8											
					Mary French	ditto	„	-	- -	- -	- -	- -	7 10 -											
					Bridget Igoe	ditto	„	-	- -	- -	- -	- -	7 10 -											
					Fanny Callaghan	ditto	„	-	- -	- -	- -	- -	1 5 -											
					Catherine Hedian	ditto	„	-	- -	- -	- -	- -	2 10 -											
					Maria Duffy	ditto	„	-	- -	- -	- -	- -	1 13 4											
					(One of the above appointed successor to one other, resigned.)																			
Roscommon	7,238	Roscommon	Roscommon, female.	Sisters of Mercy	- - -	- -	-	-	11 - -	52 10 -	63 10 -	- -	-	-	-	645	-	-	645	213
					Catherine Kelly	Monitor	R. C.	-	- -	- -	- -	- -	7 10 -											
					Anne Tully	ditto	„	-	- -	- -	- -	- -	9 10 -											
					Anne Larkin	ditto	„	-	- -	- -	- -	- -	8 - -											
					Kate Cunniffe	ditto	„	-	- -	- -	- -	- -	6 16 8											
					Bridget Geraghty	ditto	„	-	- -	- -	- -	- -	5 5 -											
					Bridget Henry	ditto	„	-	- -	- -	- -	- -	5 5 -											
					Julia Fox	ditto	„	-	- -	- -	- -	- -	5 5 -											
Roscommon	7,722	St. Peter's	St. Peter's	Sisters of Mercy	- - -	- -	-	-	3 10 -	42 10 -	46 - -	- -	-	-	-	696	-	-	696	199
					Margaret Hogan	Monitor	R. C.	-	- -	- -	- -	- -	10 - -											
					Anne Gervis	ditto	„	-	- -	- -	- -	- -	10 - -											
					Bridget Byrne	ditto	„	-	- -	- -	- -	- -	5 13 4											
					Ellen M'Loughlin	ditto	„	-	- -	- -	- -	- -	5 1 8											
					Ellen M'Cann	ditto	„	-	- -	- -	- -	- -	5 1 8											
					Mary Moore	ditto	„	-	- -	- -	- -	- -	5 1 8											

I.—Detail, as per Headings, for each Convent and Monastic School in Connection with the Board of National Education in *Ireland* on 31st December 1863—*continued*.

COUNTY.	Roll No.	PARISH.	SCHOOL.	Name of Religious Order, Institute, or Community to which Teachers (Monks or Nuns) belong.	Name and Religious Denominations of each Paid Monitor, Pupil Teacher, and Industrial Teacher; and Religious Association or Fraternity to which belonging.				Amounts paid for Year 1863 to Monks or Nuns, for Services as Principal Teachers.			Paid for Industrial Instruction.	Amount Paid to each Monitor or Pupil Teacher for Year 1863.	Religious Denomination of Total Number of Pupils on Rolls for Year 1863.					Average Daily Attendance at each School, for Year 1863.
					NAME.	Position in School.	Religious Denomination.	Religious Association or Fraternity to which belonging, if to any.	In Premiums and Gratuities.	On account of Average Attendance.	Total.	Lay Teachers, except in Cases Marked*.		Established Church.	Roman Catholic.	Presbyterian.	Others.	Total.	
									£. s. d.	£. s. d.	£. s. d.		£. s. d.						
Sligo - -	,851	St. John's -	Sligo, female, No. 2	Sisters of Mercy	- - -	- -	-	-	19 - -	58 11 3	77 11 3	- -	- -						
					Kate Mason - -	Monitor -	R. C.	-	- -	- -	- -	- -	8 13 4	-	846	-	-	846	283
					Mary M'Fadden -	ditto -	„	-	- -	- -	- -	- -	7 3 4						
					Anne Kilmartin -	ditto -	„	-	- -	- -	- -	- -	7 3 4						
					Anne Cowan - -	ditto -	„	-	- -	- -	- -	- -	7 3 4						
					R. M'Cormack -	ditto -	„	-	- -	- -	- -	- -	3 16 8						
					Bridget Brennan -	ditto -	„	-	- -	- -	- -	- -	5 3 4						
					Maria O'Maily -	ditto -	„	-	- -	- -	- -	- -	5 - -						
					M. A. Hopper -	ditto -	„	-	- -	- -	- -	- -	5 - -						
					Margaret M'Donough (One of the above appointed successor to one other, who left during year.)	ditto -	„	-	- -	- -	- -	- -	1 5 -						

II.—Total Amount paid to Convent and Monastic Schools, for the Years ended 31 December 1860, 1861, 1862, and 1863.

	Average Daily Attendance.	Number of Schools on Roll.	AMOUNT PAID, AS PER HEADINGS.					OBSERVATIONS.
			In Premiums and Gratuities.	On Account of Average Attendance.	For Industrial Instruction.	Salaries to Monitors.	Total.	
			£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	
Paid for the Year 1860 - - -	25,571	124	324 5 -	5,199 12 1	301 - -	2,219 9 8	8,044 6 9	The payments for industrial instruction are made to Lay Teachers, with exception of these schools,
„ „ 1861 - - -	27,377	128	521 5 -	5,588 4 11	301 1 8	2,891 6 8	9,301 18 3	
„ „ 1862 - - -	28 008	129	577 5 -	5,715 12 11	351 11 8	3,499 3 7	10,143 13 2	
„ „ 1863 - - -	30,406	134	785 5 -	6,181 5 4	434 8 4	4,459 - 1	11,859 18 9	

III.—Copy of Minutes as to Appointment of Paid Monitors and Pupil Teachers in National Schools.

Board, 24 July 1845.

PRESENT:

The Archbishop of Dublin, E. C.	Robert Holmes, Esq., Unitarian.
The Provost of Trinity College, E. C.	Alex. Macdonnell, Esq., E. C.

The Secretary brings under the notice of the Commissioners, the arrangements necessary for carrying into effect the plan already sanctioned for the payment of monitors in each district.

Ordered, That the number of paid monitors be limited to two males and one female in each district, to be recommended by the superintendents; that the payment be at the rate of 4 *l.* for the first year, 5 *l.* for the second year, 6 *l.* for the third, and 7 *l.* for the fourth; to be paid half-yearly, upon a satisfactory report being received from the superintendents on the conduct of each monitor. The arrangement to commence from the 30th September next.

Note.—The object in view in appointing these monitors, is set forth in the following extract from the Tenth Report of the Commissioners for the year 1843:—

"We propose, should our means be adequate to the purpose, to have in future a certain number of paid monitors in some of our best schools, and that they should be educated for the office of teaching. We intend that they should be selected by the local superintendent, and when of a suitable age that they should be received at our training establishment, from which they may be sent to undertake schools as opportunities offer. We hope in this way, without any considerable increase of expense, to provide gradually a supply of teachers of superior description, and thus to add most materially to the benefits which the national schools are already conferring on the country."

The Minute of July 1845 applied to all classes of schools; and of the number of monitors originally appointed, some were appointed to convent and monastic schools.

Board, 1 August 1862.

PRESENT:

Rev. Dr. Henry, Presbyterian.	The Solicitor-General, E. C.
Right Hon. the Lord Chancellor, E. C.	Laurence Waldron, Esq., M. P., R. C.
James Gibson, Esq., Presbyterian.	John O'Hagan, Esq., R. C.
Right Hon. the Attorney-General, R. C.	Right Hon. A. Macdonnell, E. C.

Brought up report of sub-committee of the 31st July 1862. Extract from report as follows:—

King's Inn-street Female (Convent) National School. Recommended, that the head and district inspector be at liberty to select from amongst the monitresses, two young persons to serve as pupil teachers, at a salary of 20 *l.* a-year each.

Ordered, That this report be confirmed.

NATIONAL EDUCATION (IRELAND).

RETURN of the Name and Locality of all CONVENT and MONASTIC SCHOOLS in connection with the COMMISSIONERS of NATIONAL EDUCATION in *Ireland*, specifying those Schools in which there are Paid Monitors or Pupil Teachers, and showing the Number of Paid Monitors or Pupil Teachers employed in each School; also the Number of Children on the Roll, the Average Number in Daily Attendance at each such School; &c.

(*Sir Edward Grogan.*)

Ordered, by The House of Commons, *to be Printed*,
24 *June* 1864.

430.

Under 4 *oz.*

MUSEUM OF INDUSTRY (DUBLIN).

RETURN to an Order of the Honourable The House of Commons, dated 26 April 1864;—*for*,

RETURNS "(in continuation of Parliamentary Paper, No. 331, of Session 1854) of STATEMENTS of Amount voted by Parliament or expended from other Sources for the MUSEUM of INDUSTRY, *Stephen's Green, Dublin*, during each Year since last Return; distinguishing the Amount expended in Purchasing additional Space; in Building, or Enlarging, or Repairing; in Rent; in Fittings and Furniture; in Salaries, and in Purchases of Specimens or Collections:"

"Of the Number and Subjects of LECTURES delivered, and by whom:"

"Of the REPORTS or PUBLICATIONS issued:"

"And, of the Amount of FEES received, and how applied."

ROBERT KANE,
Director.

7 May 1864.

— No. 1. —

STATEMENT of Amount voted by Parliament or expended from other Sources for the MUSEUM of IRISH INDUSTRY, *Stephen's Green, Dublin*, during each year since last Return; distinguishing the Amount expended in purchasing additional Space; in Building, or Enlarging, or Repairing; in Rent; in Fittings and Furniture; in Salaries; and in purchases of Specimens or Collections.

1. For Amount voted by Parliament in each Year. *See* annexed Table (A).

2. For Amount expended by the Museum in each Year. *See* annexed Table (B).

3. For Amount expended from other Sources:—

The only funds besides Parliamentary Grants that have been made available, have been in the form of property by donations of specimens of industrial materials and products, and also books, but no exact money valuation of such donations has been made, or could be made, without much time. The nature and amount of these donations have been annually reported to Parliament, and printed with the Estimates for the Museum, to which papers, therefore, reference may be made.

(A.)

STATEMENT of Items and Amount of PARLIAMENTARY GRANTS made to the MUSEUM of IRISH INDUSTRY, from 1 April 1854 to 31 March 1864, respectively.

Description of Items in Grant.	1 April 1854 to 31 March 1855.	1 April 1855 to 31 March 1856.	1 April 1856 to 31 March 1857.	1 April 1857 to 31 March 1858.	1 April 1858 to 31 March 1859.	1 April 1859 to 31 March 1860.	1 April 1860 to 31 March 1861.	1 April 1861 to 31 March 1862.	1 April 1862 to 31 March 1863.	1 April 1863 to 31 March 1864.	GENERAL TOTAL.
SALARIES:	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Director	300 – –	400 – –	400 – –	400 – –	400 – –	400 – –	400 – –	400 – –	400 – –	400 – –	3,900 – –
Four Lecturers at 200 *l.*	700 – –	800 – –	800 – –	800 – –	800 – –	800 – –	800 – –	800 – –	800 – –	800 – –	7,900 – –
Chemist	200 – –	200 – –	200 – –	200 – –	200 – –	200 – –	200 – –	200 – –	200 – –	200 – –	2,000 – –
Assistant Chemist	100 – –	100 – –	100 – –	100 – –	100 – –	*100 – –	– –	– –	– –	– –	600 – –
Curator	– –	100 – –	100 – –	100 – –	100 – –	100 – –	200 – –	200 – –	200 – –	200 – –	1,300 – –
Clerk and Accountant	125 – –	100 – –	100 – –	110 – –	120 – –	130 – –	140 – –	150 – –	160 – –	170 – –	1,305 – –
Head Porter	– –	47 – –	47 – –	52 – –	52 – –	52 – –	52 – –	52 – –	65 – –	58 10 –	477 10 –
Six Attendants, and Messengers.	245 – –	237 – –	237 – –	234 – –	234 – –	234 – –	234 – –	234 – –	312 – –	273 – –	2,529 – –
Two House Servants	55 – –	55 – –	55 – –	55 – –	55 – –	55 – –	55 – –	55 – –	60 – –	60 – –	505 – –
Extra Attendants	– –	– –	– –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	350 – –
For provincial lectures	†500 – –	500 – –	500 – –	500 – –	500 – –	500 – –	500 – –	500 – –	500 – –	500 – –	5,000 – –
For purchase of specimens for Museum, and books for Library.	450 – –	500 – –	500 – –	500 – –	500 – –	500 – –	500 – –	400 – –	400 – –	400 – –	4,650 – –
For outfit and illustrations for lectures.	400 – –	300 – –	300 – –	300 – –	300 – –	300 – –	300 – –	300 – –	300 – –	300 – –	3,100 – –
For prizes	– –	25 – –	25 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	400 – –
For rent, rates, and taxes	253 6 –	253 6 –	253 6 –	253 6 –	253 6 –	253 6 –	253 6 –	253 6 –	253 6 –	253 6 –	2,533 – –
For repairs, furniture, and fittings, &c.	550 – –	550 – –	550 – –	550 – –	550 – –	550 – –	550 – –	550 – –	550 – –	550 – –	5,500 – –
For laboratories	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	1,000 – –
For fuel, light, soap, and cleaning articles.	140 – –	140 – –	200 – –	200 – –	200 – –	200 – –	200 – –	250 – –	250 – –	250 – –	2,030 – –
For uniforms for attendants	50 – –	50 – –	50 – –	62 10 –	62 10 –	62 10 –	62 10 –	62 10 –	62 10 –	62 10 –	587 10 –
For advertisements and printing.	50 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	100 – –	950 – –
For travelling expenses	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	50 – –	500 – –
For incidents	100 – –	100 – –	100 – –	100 – –	100 – –	200 – –	200 – –	200 – –	200 – –	200 – –	1,500 – –
TOTAL £.	4,368 6 –	4,707 6 –	4,767 6 –	4,866 16 –	4,876 16 –	4,986 16 –	4,996 16 –	4,956 16 –	5,062 16 –	5,027 6 –	48,617 – –

* By direction of the authorities of the Science and Art Department, the salary of the Assistant Chemist, amount 100*l.*, is now paid out of the grant allowed for incidental expenses.

† The sum of 500 *l.* for Provincial Lectures in Ireland is expended under the direction of a joint committee, partly appointed by the Government, and partly by the Royal Dublin Society.

(B.)

STATEMENT of Items and Amount of Expenditure of PARLIAMENTARY GRANTS made by the MUSEUM of IRISH INDUSTRY, from 1 April 1854 to 31 March 1864.

HEADS of EXPENDITURE.	1 April 1854 to 31 March 1855.	1 April 1855 to 31 March 1856.	1 April 1856 to 31 March 1857.	1 April 1857 to 31 March 1858.	1 April 1858 to 31 March 1859.	1 April 1859 to 31 March 1860.	1 April 1860 to 31 March 1861.	1 April 1861 to 31 March 1862.	1 April 1862 to 31 March 1863.	1 April 1863 to 31 March 1864.	GENERAL TOTAL.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Salaries of principal officers -	1,325 – –	1,700 – –	1,700 – –	1,710 – –	1,720 – –	1,730 – –	1,740 – –	1,750 – –	1,760 – –	1,770 – –	16,905 – –
Wages of subordinate officers.	226 9 5	296 1 –	349 16 –	393 4 4	391 – –	394 6 –	379 12 –	380 7 3	418 6 3	423 10 –	3,652 12 3
Purchase of specimens and books.	369 14 8	499 8 10	502 9 7	499 6 8	499 14 7	490 19 3	492 11 2	400 13 6	399 12 9	414 4 11	4,568 15 11
Outfit for lectures - -	329 7 7	299 6 2	301 9 9	319 14 1	298 – 6	299 13 10	299 12 6	294 16 7	284 – 5	289 17 5	3,015 18 10
Repairs and fittings - -	482 15 –	549 8 6	550 – –	549 18 2	550 7 1	545 15 7	553 12 1	550 19 2	510 11 10	403 7 10	5,248 15 3
Fuel, light, and cleaning articles.	114 16 9	127 6 6	200 17 7	201 16 3	197 16 9	212 17 1	200 18 5	230 16 –	184 17 7	190 – 8	1,862 3 7
Laboratories - - -	96 17 3	98 15 10	99 19 5	99 9 1	97 1 6	95 5 7	100 1 1	103 3 8	97 3 1	*107 10 3	995 6 9
Advertisements - - -	49 14 6	66 18 –	98 9 6	61 19 –	99 13 –	99 16 –	99 19 2	89 6 4	90 9 3	124 10 10	880 15 7
Incidents - - - -	47 13 –	90 13 4	109 – –	101 4 1	98 16 9	206 2 2	230 1 10	207 4 9	186 6 9	164 3 4	1,441 6 –
Rent, rates, and taxes - -	226 1 –	226 1 –	228 3 6	228 18 8	226 1 –	223 3 4	228 18 8	226 1 –	223 3 4	223 3 4	2,259 14 10
Travelling expenses - -	29 16 6	47 17 11	20 19 7	39 – –	45 13 4	40 18 10	49 18 6	50 – –	31 10 –	41 2 6	396 17 2
Prizes - - - - -	- - -	- - -	24 – –	50 – –	46 – –	46 – –	50 – –	49 – –	36 – –	50 5 –	351 5 –
Uniforms for porters - -	46 5 –	50 – –	50 – –	62 6 –	62 18 –	62 18 –	62 10 –	62 18 –	62 18 –	62 18 –	585 1 –
TOTAL - - £.	3,344 10 8	4,051 17 1	4,235 4 11	4,316 16 4	4,378 6 6	4,449 15 8	4,487 15 5	4,395 6 3	4,284 19 3	4,264 14 1	42,163 12 2

* In the above item is included the sum of 70*l.* for the purchase of chemical apparatus for the use of the Professor of General Chemistry for lecture illustrations, and which has been charged to the account of the Laboratory Department, with the consent of the Chemist to the Museum.

I hereby certify that I have carefully prepared the calculations of the above stated amounts, and believe them to be correct,

5 May 1864.

George Penny, Clerk to the Museum.

I certify that the above Return is made correctly and accurately, to the best of my knowledge,

7 May 1864.

Robert Kane, Director.

— No. 2. —

RETURN of the Number and Subjects of LECTURES delivered, and by whom.

Number of Free Lectures.	Number of Paid Lectures.	SUBJECT.	LECTURER.	Number of Tickets Sold.	Average Attendance.	Number Competed for Prizes.
Session of 1854–55:						
6	- -	Botany - - - -	Professor Allman - -	- -	140	
6	- -	Mechanics - - -	Professor Barker - -	- -	370	
6	- -	General Chemistry -	Professor Sullivan - -	- -	380	
6	- -	Geology - - -	Professor Jukes - -	- -	410	
12	- -	Geology - - -	Professor Jukes - -	- -	201	
12	- -	Physical Science - -	Professor Barker - -	- -	365	
	20	Geology - - -	Professor Jukes - -	102	44	
	20	Botany - - - -	Professor Allman - -	36	15	
	20	General Chemistry -	Professor Sullivan - -	55	17	
	20	Physical Science - -	Professor Barker - -	70	21	
Session of 1855–56:						
12	- -	Botany - - - -	Professor Kinahan - -	- -	68	
12	- -	General Chemistry -	Professor Sullivan - -	- -	129	
	30	General Chemistry -	Professor Sullivan - -	143	62	21
	30	Geology - - -	Professor Jukes - -	92	49	16
	30	Physical Science - -	Professor Barker - -	123	60	37
	30	Botany - - - -	Professor Kinahan - -	66	26	15
	—	Practical Chemistry -	Professor Sullivan - -	11		
Session of 1856–57:						
12	- -	General Chemistry -	Professor Sullivan - -	- -	279	
12	- -	Physical Geography -	Professor Jukes - -	- -	291	
	8	Geology - - -	Professor Jukes - -	168	124	33
	8	Chemistry - - -	Professor Sullivan - -	170	103	30
	20	Physical Science - -	Professor Barker - -	37	30	17
	20	General Chemistry -	Professor Sullivan - -	30	16	12
	20	Geology - - -	Professor Jukes - -	59	52	11
	20	Zoology - - -	Professor Kinahan - -	27	19	7
	20	Botany - - - -	Professor Harvey - -	47	62*	7
	—	Practical Chemistry -	Professor Galloway - -	15	13	9
Session of 1857–58:						
12	- -	General Chemistry -	Professor Sullivan - -	- -	207	
12	- -	Physical Geography -	Professor Jukes - -	- -	348	
	20	Zoology - - -	Professor Kinahan - -	31	18	7
	14	Physical Science - -	Professor Barker - -	17	6	3
	30	Geology - - -	Professor Jukes - -	40	37	4
	30	General Chemistry -	Professor Sullivan - -	26	16	5
	—	Botany - - - -	Professor Harvey - -	6	- -	2
	—	Practical Chemistry -	Professor Galloway - -	39†		
Session of 1858–59:						
12	- -	Physical Geography -	Professor Jukes - -	- -	213	
12	- -	General Chemistry -	Professor Sullivan - -	- -	135	
12	- -	Zoology - - -	Professor Kinahan - -	- -	85	
6	- -	Botany - - - -	Professor Harvey - -	- -	130	
	6	Zoology - - -	Professor Kinahan - -	12	11	5
	30	Geology - - -	Professor Jukes - -	52	41	11
	16	Physical Science - -	Professor Barker - -	44	28	9
	30	General Chemistry -	Professor Sullivan - -	42	27	9
	—	Botany - - - -	Professor Harvey - -	6	- -	5
	—	Practical Chemistry -	Professor Galloway - -	45	- -	6
Session of 1859–60:						
12	- -	Physical Geography -	Professor Jukes - -	- -	176	
12	- -	General Chemistry -	Professor Sullivan - -	- -	250	
12	- -	Zoology - - -	Professor Kinahan - -	- -	91	
6	- -	Botany - - - -	Professor Harvey - -	- -	71	
	6	Zoology - - -	Professor Kinahan - -	11	12	6
	18	Physical Science - -	Professor Barker - -	35	20	10
	30	Geology - - -	Professor Jukes - -	42	33	11
	30	General Chemistry -	Professor Sullivan - -	39	27	11
	—	Botany - - - -	Professor Harvey - -	10	- -	7
	—	Practical Chemistry -	Professor Galloway - -	36		

* The Systematic Lectures on Botany are delivered partly in the Theatre of the Royal Dublin Society, and partly in the Botanic Gardens, Glasnevin. Members of the Royal Dublin Society are admitted free to all the Lectures.

† The Laboratory Session is divided into two terms, and a Student can register for the whole session, or each term separately. Many of the Students adopt the latter course, and this accounts for the apparently large number of Pupils in the Practical Chemical classes.

Number of Free Lectures.	Number of Paid Lectures.	SUBJECT.	LECTURER.	Number of Tickets Sold.	Average Attendance.	Number Competed for Prizes.
Session of 1860–61:						
12	- -	Physical Geography -	Professor Jukes - -	- -	138	
12	- -	General Chemistry - -	Professor Sullivan - -	- -	153	
12	- -	Zoology - - -	Professor Kinahan - -	- -	84	
6	- -	Botany - - - -	Professor Harvey - -	- -	98	
	7	Zoology - - -	Professor Kinahan - -	16	13	12
	17	Physical Science - -	Professor Barker - -	28	23	11
	30	Geology - - -	Professor Jukes - -	46	35	11
	30	General Chemistry -	Professor Sullivan - -	35	26	7
	—	Botany - - - -	Professor Harvey - -	9	- -	7
	—	Practical Chemistry -	Professor Galloway - -	28	- -	10
Session of 1861–62:						
12	- -	Physical Geography -	Professor Jukes - -	- -	121	
12	- -	General Chemistry -	Professor Sullivan - -	- -	196	
12	- -	Zoology - - -	Professor Kinahan - -	- -	59	
6	- -	Botany - - - -	Professor Harvey - -	- -	81	
	3	Zoology - - -	Professor Kinahan - -	13	13	10
	18	Physical Science - -	Professor Barker - -	28	19	11
	30	Geology - - -	Professor Jukes - -	35	24	10
	30	General Chemistry -	Professor Sullivan - -	37	29	10
	—	Botany - - - -	Professor Harvey - -	7	- -	7
	—	Practical Chemistry -	Professor Galloway - -	47	- -	8
Session of 1862–63:						
12	- -	General Chemistry -	Professor Sullivan - -	- -	334	
12	- -	Geology - - -	Professor Jukes - -	- -	251	
15	- -	Zoology - - -	Professor Morgan - -	- -	134	
6	- -	Botany - - - -	Professor Harvey - -	- -	104	
	18	Physical Science - -	Professor Barker - -	35	27	9
	30	Geology - - -	Professor Jukes - -	71	53	18
	30	General Chemistry - -	Professor Sullivan - -	54	40	10
	—	Zoology - - -	Professor Morgan - -	12	- -	11
	—	Botany - - - -	Professor Harvey - -	12	- -	9
	—	Practical Chemistry -	Professor Galloway - -	57	- -	13
Session of 1863–64:						
12	- -	General Chemistry -	Professor Sullivan - -	- -	283	
12	- -	Geology - - -	Professor Jukes - -	- -	192	
12	- -	Zoology - - -	Professor Morgan - -	- -	154	
6	- -	Physical Science - -	Professor Barker - -	- -	193	
	6	Zoology - - -	Professor Morgan - -	17	17	11
	30	General Chemistry -	Professor Sullivan - -	39	28	12
	30	Geology - - -	Professor Jukes - -	50	41	12
	—	Practical Chemistry -	Professor Galloway - -	74		

SUMMARY of the Number of FREE and PAID LECTURES delivered, as also the Number of REGISTERED PUPILS, and of those who competed for PRIZES, from the Session 1854–55 up to the Session 1862–63 inclusive, and part of 1863-64.

	Number of Free Lectures.	Number of Paid Lectures.	Number of Tickets Sold.	Number Competed for Prizes.
Session 1854–55 - - -	48	80	263*	
„ 1855–56 - - -	24	120	435	89
„ 1856–57 - - -	24	116	553	126
„ 1857–58 - - -	24	94	159	30
„ 1858–59 - - -	42	82	201	45
„ 1859–60 - - -	42	84	173	55
„ 1860–61 - - -	42	84	162	58
„ 1861–62 - - -	42	81	167	56
„ 1862–63 - - -	45	78	241	70
TOTAL - - -	333	819	2,354	529

* During the first three sessions some of the systematic courses of lectures were divided into two, and some into three parts, and a separate fee charged for each part. This accounts for the large number of registered students during those years.

— No. 3. —

RETURN of the REPORTS or PUBLICATIONS issued.

1. THE General Descriptive Guide of the Museum of Irish Industry, Dublin, 8vo., 114 pages, 1857.
2. General descriptive notice of the Museum of Irish Industry, 8vo., 32 pages, 1861.
3. Inventory Catalogue, part 1, 1861, of the specimens illustrating the materials, processes and products of the manufactures of earthenware, porcelain, glass, and enamels, in the collection of the Museum of Irish Industry Dublin.
4. Inventory Catalogue, part 2, 1862, of the specimens illustrating the composition, structure and other characters of the Irish, British, and foreign rocks, in the collection of the Museum of Irish Industry, Dublin.
5. Inventory Catalogue, part 3, 1862, of the specimens illustrating the nature, extent and uses of the Irish, British, and foreign coal and peat fuel deposits, and the materials, processes and products of the iron and steel manufactures in the collection of the Museum of Irish Industry, Dublin.
6. Programme of educational arrangements for the session of the Government School of Science applied to mining and the arts. Museum of Irish Industry, Dublin, 8vo., 120 pages; of this publication a new issue takes place in each year.

The duties of the chemist to the museum having been, since the transfer of the Museum of Irish Industry to the Science and Art Department, understood by that officer to be limited with the authority of the head of the department to teaching day and evening classes in practical chemistry, the investigations and analyses made have been conducted by the professor and senior students as part of the practical instruction, and published in the scientific journals.

The following list, prepared by Professor Galloway, will show their nature.

1. On the separation of copper and iron by ammonia, and the analyses of some Irish copper ores.
2. On a new test for potash.
3. On the deportment of phosphate of sesquioxide of chronium with ammonia and other reagents.
4. Composition of linseed and rape cakes, selling in the Dublin Market, 1859.
5. On the solubility of bone earth from various sources in solutions of chloride of ammonium and common salt.
6. On the valuation of soils, and the nutrition of plants.
7. On the action of air on the alkaline arsenites.
8. On the estimation of tannin in some tanning materials.
9. On the feeding value of rape cake.
10. On the composition and feeding value of Indian corn and some other cereals.
11. Analyses of the specimens of iron, lead, and copper ores in the Museum galleries.
12. On Mire's method for estimating silver in argentiferous galena.
13. Estimation of ammonia in the solid and liquid refuse of tan-yards.
14. The analyses of waters for the Corporation of Dublin.
15. On the comparative value of the different feeding substances for horses.
16. Analysis of cairoidal limestone from Athboy.
17. On the solubility of granite in solutions of the ammoniacal salts.
18. Analysis of the white limestone of the county of Antrim.
19. On the composition of Dublin porter.
20. Estimation of tannin in some barks from British Guiana.
21. On the amount of tannin in some astringent substances, and the comparative rapidity with which the tannin in several of these substances undergoes decomposition.
22. The composition of a complex cyanide of iron, copper, and potassium.
23. On the quality of milk supplied to the poor and other districts of Dublin.
24. On the composition of Drogheda ale.
25. Examination of the coals employed in the manufacture of gas. Determination of the absolute heating power and proximate composition of the coal from different Irish coal fields. Amount of tannin in some astringent substances. Specific gravity of some woods from British Guiana. Composition of crystallized sugar.

— No. 4. —

STATEMENT of Amount of FEES received from the Students who attended the SYSTEMATIC LECTURES and PRACTICAL CHEMICAL CLASSES at the MUSEUM of IRISH INDUSTRY from the 1st April 1854 to the 31st March 1864, and how applied.

1 April 1854 to 31 March 1855.	1 April 1855 to 31 March 1856.	1 April 1856 to 31 March 1857.	1 April 1857 to 31 March 1858.	1 April 1858 to 31 March 1859.	1 April 1859 to 31 March 1860.	1 April 1860 to 31 March 1861.	1 April 1861 to 31 March 1862.	1 April 1862 to 31 March 1863.	1 April 1863 to 31 March 1864.	GENERAL TOTAL.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
—	29 19 6	50 2 6	41 13 6	124 13 –	78 19 –	88 6 –	100 4 6	118 3 –	157 3 –	789 4 –

Up to the year 1857 only three-fourths of the fees received from the students were paid to the professors, but since that period, by order of the authorities of the Science and Art Department, each professor now receives the entire of the fees received from the pupils of his class.

MUSEUM OF INDUSTRY (DUBLIN).

RETURNS (in continuation of Parliamentary Paper, No. 331, of Session 1854) of STATEMENTS of Amount Voted by Parliament or Expended from other Sources for the MUSEUM of IRISH INDUSTRY, *Stephen's Green, Dublin,* during each Year since last Return; of the Number and Subjects of LECTURES delivered, and by whom; of the REPORTS or PUBLICATIONS issued; and, of the Amount of FEES received, and how applied; &c.

(*Mr. Waldron.*)

Ordered, by The House of Commons, *to be Printed,*
13 *May* 1864.

295.

Under 1 *oz.*

NATIONAL EDUCATION (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 11 February 1864;—*for,*

COPIES " of the whole of the REVISED RULES recently sanctioned by the COMMISSIONERS of NATIONAL EDUCATION:"

" Of any DISSENTS from, or PROTESTS against the adoption of all or any of the above RULES on the part of any of the COMMISSIONERS of NATIONAL EDUCATION in *Ireland,* and given in by any of the Commissioners to the Board:"

" And, of all MEMORIALS to his Excellency the Lord Lieutenant of *Ireland* against the recent CHANGES in the RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION, and the REPLIES of the Commissioners thereto."

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed,*
18 *March* 1864.

GENERAL CONTENTS.

PAGE

I.—Copy of the whole of the Revised Rules recently sanctioned by the Commissioners of National Education - - - - - - - - - 3

II.—Copies of any Dissent from, or Protests against, the adoption of all or any of the above Rules on the part of any of the Commissioners of National Education in Ireland, and given in by any of the Commissioners to the Board:

(A.) Letter from the Lord Bishop of Derry and Raphoe, dated 6th November 1863 - - - - - - - - - - - 31

(B.) Extract from Minutes of the Proceedings of the Board, dated 21st November 1863, recording joint Protest of James Gibson, Esq., and the Rev. John Hall - - - - - - - - - - 32

(C.) Letter from Rev. P. S. Henry, D.D., President of the Queen's College, Belfast, dated 29th January 1864 - - - - - 33

(D.) Letter from the Lord Bishop of Derry and Raphoe, dated 4th February 1864 - - - - - - - - - - - 33

III.—Copies of the Memorials to his Excellency the Lord Lieutenant of Ireland against the recent Changes in the Rules and Regulations of the Commissioners of National Education, and Replies of the Commissioners thereto:

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James Kelly,
William M'Creedy, } Secretaries.

Office of National Education, Dublin,
9 March 1864.

— I. —

COPY of the whole of the REVISED RULES recently sanctioned by the COMMISSIONERS of NATIONAL EDUCATION.

THESE Revised Rules have not yet been issued to Managers of National Schools, or to the Public.

James Kelly,
William M^c^ Creedy, } Secretaries.

RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION in *Ireland.*

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RULES and Regulations of the Commissioners of National Education in *Ireland.*

PART I.

General Nature of the System of National Education.

I.—*Its Object and Fundamental Principle.*

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting national schools.

3. The Commissioners, by themselves or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their seal.

4. The Commissioners will not change any fundamental rule without the express permission of his Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

II.—*Description of Schools to which the Commissioners grant Aid.*

1. The schools to which the Commissioners grant aid are divided into two classes; viz. first, vested schools, of which there are two sorts; namely, first, those vested in the Commissioners, and, second, those vested in trustees, for the purpose of being maintained as national schools; secondly, non-vested schools, the property of private individuals. Both these classes of schools are under the control of local patrons or managers.

2. There are also model schools, of which the Commissioners are themselves the patrons, but which are conducted on the same fundamental principles as the ordinary national schools.

3. The Commissioners encourage industrial instruction in national schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needlework in all female schools.

III.—*Use of School-houses.*

1. In non-vested schools, the Commissioners do not in ordinary cases exercise control over the use of the school-houses on Sundays, or before or after the school hours on the other days of the week, such use being left altogether to the local patrons or managers of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No national school-house shall be employed at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community, or for the celebration or administration of the sacraments or rites of any church.

3. No aid will be granted to a school *held in a place of worship*; nor will the Commissioners sanction the *transfer* of an existing school to a place of worship, even for a temporary period.

4. When a school-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the school-room and such place of worship.

5. Vested school-houses must be used *exclusively for the education* of the pupils attending them, except on Sundays, when they may be employed for Sunday schools with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in national school-houses, whether vested or non-vested, nor shall any political business *whatsoever* be transacted therein.

7. When

7. When any school is received by the Commissioners into connexion with them, the inscription "NATIONAL SCHOOL" shall be put up in plain and legible characters on the school-house, or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from the State, a stone is to be introduced into the wall, having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction any inscription containing a title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners do not object to the terms male, female, or infant, or the proper local designation taken from the city, town, parish, street, village, or townland in which the school may be situated; or the name of the founder being included in the inscription.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

IV.—*Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all national schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged that each school shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive or to be present at any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby in effect excluded, directly or indirectly, from the other advantages which the school affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. When the religious instruction comes after the secular, the teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must at the same time put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly, when the school commences with religious instruction, the teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction in any national school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any national school, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the school books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment during school hours,* simultaneously with religious instruction.

8. In schools towards the building of which the State has contributed, and which are VESTED in trustees, for the purposes of national education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose, that is, at times so appointed as not to interfere unduly with the other arrangements of the school.

9. In schools NOT VESTED, and which receive no other aid than salary and books, it is for the patrons or managers to determine whether any, and if any, what religious instruction shall be given *in the school-room*; but if they do not permit it to be given in the school-room, the children, whose parents or guardians so desire must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

10. The

* The term "school hours," is always to be understood to mean the entire time in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

10. The reading of the Scriptures, either in the Protestant Authorised or Douay version, the teaching of catechisms, public prayer, and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* national schools have the right to permit the Holy Scriptures (either in the Authorised or Douay version) to be read at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures in the school-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place at any time before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *at more than one intermediate* time, between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular school business must not be interrupted or suspended by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement or immediately after the close of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, managers, and teachers are not required to *exclude* any children from any religious instruction given in the school; but all children are to have full power to absent themselves or to withdraw from it. If any parents or guardians object to the religious instruction given in a national school, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, managers, and teachers are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of national education.

16. If any child of a religious persuasion different from that of the teacher of any national school, attend during the time or times set apart for religious instruction given by such teacher, it shall be the duty of the teacher, on the *first attendance* of every such child, during the time for such religious instruction given by such teacher in such school, *forthwith* to notify the same to the parent or guardian of such child, on and by a form to be furnished by the Commissioners.

17. The teachers are required to keep a record of the names of the children to whose parents they have sent the printed form of notification.

18. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

20. In all national schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours, upon five days in the week.

21. In industrial schools, that is, in schools where industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours daily shall be devoted to literary instruction.

V.—*Use of Books and Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the patrons or managers of schools intend for the ordinary school business are to be notified to the Commissioners, and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the national schools, nor do they allow them to be read as part of the ordinary school business (during which all children, of whatever denomination they

they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

First.—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second.—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school; that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third.—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the school-room.

4. When using the Scripture Lessons, the teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school:

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies; to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who when he was reviled, reviled not again (1 Pet. ch. ii. v. 23).

6. The use of the tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common school-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VI.—*Management of National Schools.*

1. The local government of the national schools is vested in the local patrons thereof.

2. The Commissioners recognise as the local patron the person who applies in the first instance to place the school in connexion with the Board, unless it be otherwise specified in the application.

3. If a school be under the local management of a school committee, such committee has all the rights of an individual patron.

4. The patron has the right of nominating any fit person to act as his representative in the local management of the school; such representative to be designated the "local manager." The patron may, at any time, resume the direct management of the school, or appoint another local manager. This rule applies equally whether the patronship be vested in one or more individuals.

5. When a school is vested in trustees, they have the right to nominate the local manager.

6. When a school is vested in the Commissioners, the name of the patron or patrons is inserted in the lease.

7. In the case of a vacancy in the patronship by death, the representative of a lay patron, or the successor of a clerical patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the patronship of the school.

8. If a patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the patron, or the person nominated by him, either as his successor, or as local manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the school be vested or non-vested, the patron, when nominating a local manager, ought to notify to the Commissioners, whether or not the person so nominated is to exercise all the rights of patron during the period he acts as manager.

11. When a school is under the control of a committee, or of joint patrons, a "local manager" should be appointed, to correspond with the office, sign documents, &c. &c.

12. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board, as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

13. Patrons and managers are permitted to close their respective schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; such periods of closing should be limited to six weeks in the year, including the recognised vacations.

14. Managers of national schools are requested to notify all changes of teachers to the office, and to the inspectors of the respective districts.

VII.—*Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any school, except their own model schools, directly into their own hands, but leave all schools aided by them under the authority of the local patrons or managers; the *inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local patrons or managers of the schools, that *they* may give the requisite orders.

2. The Commissioners require that every national school be inspected by the *inspector of the district*, at least three times in each year.

3. The *district inspector*, after each inspection, is to communicate with the local patron or manager, for the purpose of affording information concerning the general state of the school, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local patrons or managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the schools.

5. The inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school.

6. When applications for aid are referred to the district inspector, he is to have an interview with the applicant, and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what objections thereto.

7. The inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a national school, or the general business of the Commissioners, without their direction.

VIII.—*Admission of Visitors.*

1. The public, generally, must have free access to every national school (whether vested or non-vested) during the hours devoted to secular instruction, not to take part in the ordinary business, or to interrupt it, but, as visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all teachers of national schools, and are to have free access to the school-rooms, and full liberty to examine the registers, daily report books, and class rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business.

3. Should

3. Should any visitors wish for information which they cannot obtain by such an inspection, it is the duty of the teachers to refer them to the patron or manager of the school for such information.

4. As the religious instruction of the children given in the school-room is under the control of the clergyman or lay person communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any visitor, whether clergyman or other person, to interfere therewith, or to be present thereat.

5. The Commissioners require that a copy of PART I, with selections from other parts, of these, their rules, on a form furnished by them, shall be suspended in every national school-room.

PART II.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

I.—*Kinds of Aid.*

1. The Commissioners of National Education award aid under two general heads, viz. :—

First.—Towards building school-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of teachers, supply of books, &c., as hereafter explained.

Secondly.—Towards the support and maintenance of schools established without any assistance from the public funds for the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves in all cases, in vested as well as in non-vested schools, the right to withdraw any grant of salary or books, whenever they see fit.

II.—*Towards Building School-houses (Vested).*

1. Before any grant is made towards building a school-house, the Commissioners are to be satisfied that a necessity exists for such a school; that an eligible site has been procured; that a satisfactory lease of the site will be executed either to trustees, for the purposes of national education, or to the Commissioners in their corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site for a school be in a rural district, and be within three statute miles of a school-house erected with aid from the State, no grant will be made, except under special circumstances.

3. In a rural district, the site should contain one rood. In a town district, the site for a single school should be 100 feet in front, and 80 feet from front to rear; and for a double school, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water.

4. Although the Commissioners do not refuse aid towards the erection of school-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that before church, chapel, or meeting-house ground be selected as the site of a school-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

5. The school premises must be vested in the Commissioners, or in trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

6. The lease must be prepared in the office; the expense to be borne by the Commissioners of National Education.

7. The Commissioners will cause to be kept in repair the school-house and furniture, where the premises are vested in them in their corporate capacity.

8. When the school premises have been vested in trustees, for the purposes of national education, it devolves on the trustees to keep the house, furniture, &c., in repair.

9. When grants are voted towards the building, &c., of a school-house, the conveyance must be duly executed *before the works are commenced.*

10. No grant can be approved until the district inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the law adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

11. The Commissioners determine, from the information afforded them, what amount of school accommodation should be provided in the proposed building.

The following is the scale of grants for the erection of school-houses, whether vested in Trustees or in the Commissioners.

Class of School.	Number of Children to be Accommodated.	Total Estimated Cost, including School Furniture and Out-offices.	Board's Grant.	Description of School.
		£. s. d.	£. s. d.	
1	60	207 – –	138 – –	Single school-room.
2	75	225 – –	150 – –	Ditto.
3	100	255 – –	170 – –	Ditto.
4	120	306 – –	204 – –	Ditto.
5	150	416 5 –	277 10 –	Two rooms on ground.
5 A	150	360 – –	240 – –	Two rooms, one over the other.
6	200	487 10 –	325 – –	Two rooms on ground.
6 A	200	435 – –	290 – –	Two rooms, one over the other,

Note.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided—

(*a.*) That the general conditions already specified with regard to building grants be complied with.

(*b.*) That the erection of such *exceptional* class of building shall not cost more than 100*l.*

(*c.*) That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

13. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

14. The Commissioners do not sanction grants for the ornamenting of school-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the teachers.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into school-houses.

III.—*Towards support of Schools previously established* (*Non-Vested.*)

1. The aid granted to schools previously established is limited to salary and books, and the benefits of inspection and training.

2. The Commissioners do not contribute towards repairs, fittings, or furniture; or to the rent of the school-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the school will be efficiently and permanently supported; that some local provision will be made in aid of the teacher's salary, in addition to the school fees; that the school-house is in good repair and provided with a sufficient quantity of suitable furniture; that a competent teacher has been appointed; and that the school is in operation.

4. Before the Commissioners consider any application for aid, they require, from the inspector of the district, a report upon all the circumstances of the case.

5. To entitle a school to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the school conducted in all respects in a satisfactory

satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear, from the records of the school, that there is a sufficient average daily attendance of pupils.

6. In mixed schools, *i.e.*, schools in which male and female children are taught in the same room, the teacher may be either male or female, as the circumstances of the school may require; but when a mixed school has been received into connexion, by the Commissioners, under a male or a female teacher, the Commissioners will not sanction the appointment of a teacher of a different sex, unless previous application be made to them to sanction such change.

7. When a school has been taken into connexion, as a school for males or for females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

PART III.

Different Classes of National Schools.

I.—*District and Minor Model Schools.*

1. District and minor model schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of model schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of teacher.

3. In district and minor model schools, the Commissioners appoint and dismiss, of their own authority, the teachers and other officers; regulate the course of instruction, and exercise all the rights of patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the model schools have farms attached to them, for the purpose of affording instruction in agriculture.

II. *Ordinary Literary Schools.*

1. Such schools may be established either with aid from the state, or by local provision solely.

2. In vested schools, the local expenditure need only be one-third of the expense, and the teachers' salaries are supplemented by the Commissioners.

3. In non-vested schools, the State assistance is limited to salary and books, and the benefits of inspection and training.

III.—*Agricultural Schools.*

1. To schools of this description farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.

2. Agricultural schools of every class must have a literary department annexed to them, conducted on the principles of ordinary national schools.

3. Agricultural schools consist of two classes, those connected with school farms of the first class, and those connected with ordinary school farms.

4. School farms are further subdivided into two classes, viz., those under the exclusive control of the Commissioners, and those under local patrons.

5. In all schools connected with school farms of the first class, the Commissioners will grant salary to a teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

A.—*School Farms of the First Class under the exclusive control of the Commissioners.**

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c. &c.

3. A farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of patrons, as in the case of district and minor model schools.

5. The Commissioners admit into these schools a limited number of free, and also of paying resident agricultural pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

B.—*School Farms of the First Class under Local Patrons.*

1. Where the Premises are Vested.

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners, or in trustees, at a moderate rent, and on a satisfactory lease.

3. The only aid granted by the Commissioners towards the *maintenance* of such schools, consists of salary to the master (who must be competent to conduct both the literary and agricultural departments), a sum towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. Where the Premises are Non-vested.

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners, besides salary to the master, contribute also towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

C.—*Ordinary Agricultural Schools.*

1. This class of schools consists of ordinary national schools (either vested or non-vested), to which a small farm (from one to three acres), is annexed. The teacher must be competent to give instruction both in the theory and practice of agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition to the class salary of the teacher, and in some special cases, a small weekly payment to an industrial class of pupils.

3. To entitle a school to such aid, the Commissioners require to be satisfied, from the reports of the agricultural inspectors, that the agricultural department is efficiently conducted.

D.—*School Gardens.*

The Commissioners award gratuities, on the recommendation of the agricultural inspectors, to the teachers of national schools, who exhibit the best specimens of garden culture, on ground attached to their respective schools, the ground to be cultivated by the pupils.

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* The Commissioners have, for the present, ceased to take into connection school farms of the first class.

IV.—*Industrial Schools.*

1. In these schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the teachers, on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That, in addition to the literary teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay teachers are entitled to a salary from the Commissioners, for conducting an industrial department in connexion with a *convent school.*

3. The amount of salary will depend upon the circumstances of each case.

V.—*Convent Schools.*

1. Convent schools receive aid under the conditions applicable to non-vested schools; and they are subject to the same rules and regulations.

2. The members of the community may discharge the office of literary teachers, either by themselves, or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community, except in the case of monitors.

3. The amount of salary awarded to convent schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one school only* in *connexion with the same* convent.

VI.—*Workhouse Schools.*

1. Such schools are received into connexion, and grants of books made to them, on condition that they shall be subject to inspection by the Commissioners or their officers, and that all the rules of the Board applicable to non-vested schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the teachers of workhouse schools in each district, on the recommendation of the inspector.

VII.—*Schools attached to Prisons, Asylums, &c.*

Such schools are received into connexion upon the same general principles as the workhouse schools, and grants of books are made to them. In special cases gratuities are awarded to the teachers.

VIII.—*Evening Schools.*

The Commissioners grant aid towards the support of evening schools, where the wants of the locality render such institutions desirable. The aid is limited to salary, books, and inspection

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PART IV.

Teachers.

I.—*Their Qualifications and Duties.*

1. National teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which patrons of schools, when making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or member of any religious order, can be recognised as the teacher of a national school. This does not apply to the teachers of convent

schools, nor to those of any monastery schools which have been at any time previously in connexion with the Board.

3. Teachers of national schools are not permitted to carry on or engage in any business or occupation that will impede or interfere with their usefulness as teachers. They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors.

4. Every teacher is required to have his Daily Report Book lying upon his desk, that visitors may, if they choose, enter remarks in it. Such remarks as may be made the teachers are by no means to alter or erase; and the inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed, and another provided: in non-vested schools the grant of salary will be withheld until a suitable teacher be procured. Teachers are also liable to be fined, depressed, or suspended at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

6. Teachers whose schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who from any other cause may seem to merit punishment, may be fined, depressed, or deprived of salary.

7. All teachers *newly appointed* to national schools who, after examination by the inspectors, may be found wholly unqualified must be removed, such teachers not being *entitled* to any salary from the Commissioners until examined and pronounced competent.

8. If a teacher who has been dismissed from a national school for any cause be appointed to another national school, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such teacher.

9. No teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.

10. If a teacher who has been a considerable period out of the service of the Board shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such teacher shall retain the class he was in previous to quitting the service of the Board.

11. The Commissioners regard the attendance of any of the teachers at meetings held for *political purposes*, or their taking part in elections for members of Parliament, or for poor-law guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

12. Teachers, to be eligible for entering the service of the Board, must, if males, have completed their 17th year, and if females their 16th.

13. No assistant teachers will be recognised whose qualifications are not at lest equal to those required of probationers.

14. The same rule as to age applies to assistant as to principal teachers.

15. The Commissioners will not grant a salary to an assistant teacher in a boys' school in which there is not an average daily attendance of at least 60 pupils; but in the case of girls' schools or mixed schools (that is, schools attended by both sexes), salary may be obtained for an assistant when the attendance shall have maintained itself at an average of at least 50.

16. In mixed schools, presided over by a master, it is desirable, where the attendance warrants it, that a female assistant should be selected.

17. The Commissioners will not grant salary to workmistresses in mixed schools, unless there be an average daily attendance of at least 45 pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

18. If any workmistress whose appointment has been sanctioned by the Commissioners be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the district inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "probationers."

19. In schools attended by female children only, under the care of a female teacher, such teacher must be competent not only to conduct the literary department, but also to give instruction in needlework; but if the average daily attendance amount to 45, application may be made for a grant of salary to a workmistress to take charge of the industrial department, which, however, must be superintended by the principal teacher, who will be held responsible for its efficient management.

20. The following practical rules are to be strictly observed by the teachers of national schools:—

I. To keep at least one copy of the *general lesson* suspended conspicuously in the school-room, and to inculcate the principles contained in it on the minds of their pupils. This should be done at the time of combined ordinary instruction.

II. To

II. To exclude from the school, except at the hours set apart for religious instruction, all Catechisms and books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings, but above all, *political* meetings of every kind; to abstain from controversy; and to do nothing, either in or out of school, which might have a tendency to confine it to any one denomination of children.

IV. To keep the register, report book, and class-rolls accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the two latter, before *noon* each day, the number of children in actual attendance.

V. To classify the children according to the national school books; to study these books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each class respectively in the *programme of instruction for national schools.*

VI. To observe themselves, and to impress upon the minds of their pupils, the great rule of regularity and order: A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, *cleanliness, neatness,* and *decency:* to effect this, the teachers should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They should also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, should be swept and dusted every *evening,* and whitewashed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their pupils; and to omit no opportunity of inculcating the principles of *truth* and *honesty,* the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the report book of the school the weekly receipts of school fees, and the amount of all grants made by the Board, as well as the purposes for which they were made: whether in the way of premiums, salaries to teachers, or payments to monitors or workmistresses; also school requisites, whether free-stock, or purchased at the reduced prices.

XII. To take strict care of the *free stock* of books granted by the Board, and to endeavour to keep the school constantly supplied with the national school books and requisites, for sale to the children, at the reduced prices charged by the Commissioners; also to preserve, for the information of the inspectors, the invoices of free-stock or purchased requisites, which will be enclosed with the grant.

XIII. Should it be intended to close a school for a time not included in the recognised vacations, notice should be given some days previously to the inspector; and when a teacher is summoned for training, and means to obey the summons, or intends resigning or removing to another school, he should intimate his intention to the inspector a month, at least, before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the premises, free-stock, school accounts, &c. &c.

XIV. To attend to the ventilation of the school:—I. Immediately after entering the room in the morning; II. At the time of roll-call; III. About an hour before the school breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough air through the room.

21. In cases of illness, and upon medical certificates being submitted, the Commissioners allow to principal teachers, or assistants, *one* month's leave of absence from school-duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months.

II.—*Training of Teachers.*

1. The Commissioners have provided a normal establishment in Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools.

2. Teachers selected by the Commissioners for admission to the normal establishment must produce a certificate of good character; also a certificate, from a member of the medical profession, that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the books published by the Commissioners. They are boarded and lodged at the establishments provided by the Commissioners; and arrangements are made for their receiving religious instruction from their respective pastors, who may attend at the normal establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

3. During the absence of the recognised teacher, a temporary teacher must be provided to take charge of the school, who is to be paid a portion of the salary falling due to the recognised teacher, during such teacher's attendance at the normal establishment.

4. Should any teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will not be received or allowed any travelling expenses. No teacher can be admitted who has not had the smallpox, or been vaccinated.

5. The teachers trained in the normal institution are divided into three classes, namely:—

First. The general or ordinary class, composed of teachers (males or females) of national schools, who have been recommended by the district or head inspectors as eligible candidates for training.

Second. The special or extra training class, composed chiefly of teachers (males or females) who have been selected from the ordinary or general class for additional training.

Third. The candidate or *extern* class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as teachers. The candidates admitted to this class are permitted to attend, without any charge, the model schools and the lectures of the professors; and at the end of the course they are examined and classed as teachers, according to their merits and qualifications. Permission is also given to teachers of schools not connected with the Board to attend the model schools as *auditors* or *visitors*, for any period that may suit their own convenience.

6. No teachers can be admitted to the general or ordinary class but those who have succeeded in obtaining classification after examination by a Board of Inspectors, or who may be *specially* recommended by the inspectors or professors.

III.—*Classification of Teachers, &c.*

1. All national teachers are either "classed teachers" or "probationers." The former are divided into three classes.

The class in which teachers are ranked, depends (I.) upon their qualifications, as determined after examination by the professors or by the inspectors; and (II.) on their proved capacity and efficiency as conductors of schools.

All teachers on first entering the service of the Board, or who have not been classed, are termed probationers.

2. Besides the principal and assistant teachers, included under the foregoing heads, there are junior, literary, and industrial assistant teachers, teachers of needlework, pupil-teachers, and paid monitors.

3. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined, as one of the tests of their fitness for promotion.

4. Every national teacher will be furnished, on application to the district inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

5. Teachers already classed are to be admitted to examination, with a view to promotion, only on the recommendation of the district inspector; and no one on whose school a decidedly unfavourable report has been made within the previous year is to be admitted.

6. (*a*). Teachers will not be eligible for promotion unless, in addition to satisfactory answering in the course prescribed for the class to which they aspire, it appears from the reports of the respective district inspectors that the schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their classes are taught according to the *Programme of Instruction for Schools*; that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of reading, spelling, writing, and arithmetic, are possessed of a respectable amount of knowledge in grammar and geography, and able to write from dictation ordinary sentences with readiness and correctness. In female schools it will be further requisite that instruction in plain needlework (including sewing, knitting, and cutting-out), be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

(*b*). It must also appear, from the reports of the inspectors, that the school accounts have been regularly and correctly kept; that the school premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them; and that an adequate supply of *Sale Stock* of lesson-books and other necessary school requisites has been regularly kept up.

(*c*). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

7. All teachers who have not been classed will be paid as probationers, until they be classed at the first examination to which they shall have been summoned. Those who then obtain classification will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All

8. All teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the 1st of April of the year in which they offer themselves for such subsequent examination.

9. Teachers who, after their first examination, have been retained on trial as probationers, if not recommended for promotion by the head or district inspectors at the next ensuing examination, cannot be continued in the service of the Board.

10. Classed teachers who may offer for re-classification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

11. The pupil teachers of district model schools, on taking charge of national schools after the completion of their course of training, shall, if not already classed, rank as third-class teachers (provided they be deemed qualified for that class by the head inspector) until they shall have been classed at the first examination held after their appointment, in the district in which their schools are situated—when they will be paid according to their classification, from the date of their appointment.

12. All teachers must remain *at least* one year in a lower *division* of any class, before they are eligible for promotion to a higher division; and they must remain *at least* two years in a lower *class* before they can be promoted to a higher class. These conditions, however, being fulfilled, teachers of superior attainments, and of eminent usefulness, may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

13. This regulation does not apply to teachers who may be promoted on the recommendation of the professors at the termination of their course of training.

14. No teachers can be raised to any division of the first class unless they shall have been trained at the normal school of the Commissioners.

15. Teachers who may have absented themselves from the examinations of previous years, without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned.

16. All teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

IV.—*Salaries* (*Ordinary National Schools*).

1. The Commissioners grant salaries to teachers of national schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers.	Males.	Females.
	£.	£.
First Class - 1st Division	52	42
First Class - 2nd „	44	36
First Class - 3rd „	38	30
Second Class - 1st Division	32	26
Second Class - 2nd „	28	24
Third Class - 1st Division	24	20
Third Class - 2nd „	18	16
Probationers	15	14

(*a*). As a general rule, a school to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(*b*). Teachers cannot be admitted to the enjoyment of first-class salary, nor allowed to continue in its enjoyment, unless their schools command an average daily attendance of 35 pupils.

(*c*). Should schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their teachers will be paid according to the provisions of the modified scale given below.

(*d*). But as regards the schools placed in connexion with the Board *before* the close of October 1860, in every case where the attendance shall appear to be diminished by the admission of new schools, the Commissioners will not make any reduction of salary on the *first* occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such *first* occasion, fall below the required *minimum*.

(*e*). And in the case of schools taken into connexion *since* October 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the *next* quarter subsequent to that in which it first occurs, should the decrease re-appear.

Assistant Teachers.	Males.	Females.
	£.	£.
Unclassed	15	14
If classed 3^2	18	16
If classed 3^1, or higher	24	20
Junior Literary and Industrial Assistants	—	14
Workmistresses	—	8

2. To entitle a school to the services of an assistant, the school, if for boys only, must have an average daily attendance of at least 60; but if for girls only, or if a mixed school, an average of 50 will suffice. While, however, the average daily attendance in such schools respectively, remains under 65 and 55, no higher salary than that of III^2 can be awarded.

3. In mixed schools presided over by a master, the assistant should be a female.

4. To entitle an assistant to the salary of III^1, the school, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55.

5. In schools where the average attendance amounts to 110, salary of classification, up to 2^1, will be allowed to the first or senior assistant.

6. To entitle a girls' school, or a mixed school, presided over by a master, to the services of a workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of mixed schools, 20 at least must be girls. The same rule applies to junior literary and industrial assistants in such schools.

7. The Commissioners in certain cases are prepared to act on the following modification of the above scale of salaries provided for Principal teachers.

I. *Attendance under* 15 *Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principles and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed inspection, books, and apparatus, under existing regulations. The teachers will be eligible for training, and their service, from their connexion with the Board, will count to their credit in respect to the supplemental salaries, retiring allowances, &c., should their schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance* 15 *but under* 20 *Pupils.*—When the average daily attendance is 15, but under 20, in addition, to inspection, books, &c., and training, the commissioners will make an award of salary to the teacher, to the amount of two-thirds of a Probationer's salary.

III. *Attendance* 20 *but under* 25.—When the average daily attendance is 20, but under 25, the full salary of a Probationer, but no more, will be awarded to the teacher.

IV. *Attendance* 25 *but under* 30.—When the average daily attendance is 25, but under 30, salary as high as that of first division of third class, but no higher, will be awarded to the teacher, should his qualifications in other respects entitle him to such classification.

Note.—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing national school; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of schools in any district, and will require as a condition of this modified aid that the managers of such schools shall be either clergymen or other persons of good position in society.

8. The Commissioners are anxious that a further income be secured to the teacher, either by local subscription or school-fees, and they require that the payments made by the children shall not be diminished in consequence of any increase of salary, which may be awarded to the teacher.

V.—*Paid Monitors—Their Salaries, &c.*

Junior Monitors.		*Senior Monitors.*	
For the first year	2 *l.*	For the first year	5 *l.*
For the second year	3 *l.*	For the second year	6 *l.*
For the third year	4 *l.*	For the third year	8 *l.*
		For the fourth year	10 *l.*

1. No school whose teacher does not rank at least in 3^1 class can get the benefit of the services of a junior monitor; nor can any school whose teacher ranks not at least in 2^2 class, be allowed the services of a senior monitor.

2. The paid monitors are selected from among the best pupils in the national schools of each district, and are appointed by the Commissioners upon the recommendation of the district inspectors.

3. No manager of a national school is obliged to employ a paid monitor, nor will such be appointed without his approval.

4. The

4. The appointment of a junior paid monitor cannot be held for a longer period than THREE YEARS, nor that of a senior paid monitor for more than FOUR YEARS, at the expiration of which periods respectively the salary will be discontinued.

5. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable.

6. The Commissioners select (on the recommendation of the inspectors) the schools in which the services of paid monitors may be employed.

7. When a vacancy in a monitorship occurs, whether before or after the expiration of a monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same school.

8. The programme of the course of study for paid monitors can be obtained on application to the district inspector.

9. Paid monitors who have completed their course in a satisfactory manner, are eligible, on examination by the inspectors, to offer as candidates for assistant teacherships, or for pupil-teacherships in district model schools.

10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as first-class monitors, with a rate of salary somewhat higher than that of paid monitors of the above grades.

VI.—*Salaries, &c., to other than Ordinary National Schools.*

A.—*Evening Schools.*

The Commissioners grant salaries, generally amounting to 5 *l.* a-year, to teachers of evening schools, for every 25 pupils in average attendance.

B.—*Schools connected with School Farms of the First Class, under the exclusive control of the Board.*

Teachers of this class of schools receive such amount of salary as the Commissioners deem sufficient, according to the circumstances of each case.

C.—*Schools connected with School Farms of the First Class under Local Patrons.*

Masters of this class of schools, competent to conduct both the literary and agricultural departments, receive 10 *l.* per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of 30 *l.* per annum, the difference will be granted to them, so that, in all cases, such teachers shall have secured to them for their *combined* services a salary of 30 *l.* a-year at least.

D.—*Schools connected with Ordinary School Farms.*

Masters of such schools receive 5 *l.* per annum in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

E.—*Industrial Schools.*

In national schools, where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

F.—*Schools connected with Convents and Monasteries.*

1. In schools of this description, salary is paid according to a per-centage on the average daily attendance:—

Average Attendance.	Salary.	Average Attendance.	Salary.
	£. s. d.		£ s. d.
30 to 50 - -	10 – –	301 to 325 - -	64 5 –
51 „ 75 - -	15 – –	326 „ 350 - -	68 10 –
76 „ 100 - -	20 – –	351 „ 375 - -	72 15 –
101 „ 125 - -	25 – –	376 „ 400 - -	77 – –
126 „ 150 - -	30 – –	401 „ 425 - -	81 5 –
151 „ 175 - -	35 – –	426 „ 450 - -	85 10 –
176 „ 200 - -	40 – –	451 „ 475 - -	89 15 –
201 „ 225 - -	45 – –	476 „ 500 - -	94 – –
226 „ 250 - -	50 – –	501 „ 525 - -	98 5 –
251 „ 275 - -	55 – –	526 „ 550 - -	102 10 –
276 „ 300 - -	60 – –	551 „ 575 - -	106 15 –
		576 „ 600 - -	111 – –

Increase at 20 *l.* per cent. (301 to 325 - -)

Increase at 17 *l.* per cent. (576 „ 600 - -)

601 upwards, increase at 15 *l.* per cent.

2. As the amount of salary to schools of this class will in all cases depend upon the average daily attendance of pupils, managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

3. Schools of this class are entitled to the services of paid monitors.

G.—*Model Schools.*

(*a*). Scale of Salaries to Head Masters and Mistresses of Model Schools.

1. The head master to receive 60 *l.* per annum, and after the completion of three years' service to rise by 5 *l.* per annum, until the salary amount to 100 *l.*, should he be reported faithful and efficient in the discharge of his duties.*

2. The head mistress to receive 55 *l.*† per annum, and after three years' service to rise by 2 *l.* 10*s.* per annum, on the same condition as in the case of males, until the salary amount to 75 *l.* a-year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

(*b*). Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.

1. An assistant master to receive his class salary, a supplemental salary of 16 *l.* per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of 12 *l.* per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the report of the head and district inspectors.

(*c*). Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Medical Science.

1. The head master or mistress to be allowed 10 *l.* annually, but to be paid for teaching only *one* of these subjects.

2. The assistant master or mistress to be allowed for—

	£.
Singing	8
Drawing	8
When both are taught	12
And an assistant master, for teaching physical science	8

3. When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more that *two* of these extra branches are to be taken by the same assistant), a sum of 12 *l.* annually to be granted to him.

4. If in the case of singing or drawing, the instructions of the teacher, principal or assistant, are confined to one department of the school, as the boys' or girls', but half the assigned rate of payment is allowed,

5. These allowances to be contingent upon the report of the head and district inspectors.

(*d*). Paid Monitors and Pupil Teachers in Model Schools.

1. Monitors are allowed for the—

	£.
First year	6
Second year	8
Third year	10
Fourth year	12

2. In the case of pupil teachers resident in the house, an allowance at the rate of 20 *l.* a-year is granted to the master for the board, &c., of each.

3. Extern pupil teachers are allowed at the rate of 20 *l.* a-year each, in lieu of board, &c.

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* In case of head masters of model schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.

† This includes 20 *l.* a-year for lodging allowance.

(*e*) Gratuities to Pupil Teachers and paid Monitors in Model Schools.

1. An annual gratuity not exceeding 30*s.* may be awarded to pupil teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil teachers who may be retained for training beyond their first year will be allowed a gratuity of 30*s.* a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the head and district inspectors.

H.—*Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (40 males and 40 females) of the teachers of the workhouse schools, in connexion with the National Board, who shall be recommended by the district inspectors.

The gratuities are divided into two classes:

For male teachers	-	First class	-	20	at the rate of 6*l.*	a-year each.
„	-	Second class	-	20	„ 4*l.*	„
For female teachers	-	First class	-	20	„ 5*l.*	„
„	-	Second class	-	20	„ 3*l.*	„

2. The awards are made half-yearly, for the periods ending 31st March and 30th September.

3. It is to be understood that such gratuities are given in *addition* to the salaries paid to the teachers of workhouse schools under the provisions of the Poor Law Act.

4. No teacher is precluded from receiving the gratuity two or more half-years in succession, if recommended by the district inspector as deserving of it; but a teacher having received a gratuity for one half-year, is not thereby *entitled* to the payment of another for the succeeding half-year.

5. If the local guardians know any just cause for withholding the gratuity from the teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

6. The teachers of workhouse national schools are also eligible to receive the gratuity for instructing pupils in vocal music.

VII.—*Gratuities, &c., to Teachers of ordinary National Schools.*

A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of 22*l.* 10*s.* will be allocated to each of the school districts, and divided into 13 premiums.

	£.	*s.*	*d.*
One of 4*l.* - - - - - - - -	4	–	–
Two of 3*l.* - - - - - - - -	6	–	–
Five of 1*l.* 10*s.* - - - - - - -	7	10	–
Five of 1*l.* - - - - - - - -	5	–	–

2. These premiums are awarded ANNUALLY, on the recommendation of the district inspector, at the expiration of the year.

3. No teacher is eligible for this premium for more than two years in succession, or who shall be in receipt of good-service salary.

4. These premiums will be awarded to teachers of all classes, provided the average attendance in each case shall not fall below that required for salary of Teacher's Class, but none will be deemed eligible to receive such premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose schools are not conducted in all respects in a satisfactory manner.

5. If the patron or manager of a national school knows any just cause for withholding the premium from the teacher, he is to return the receipt unsigned, and state his reasons for so doing.

B.—*Supplemental or Good Service Salaries.*

1. Supplemental or good-service salaries are awarded to a certain number of teachers of national schools on the recommendation of the head and district inspectors, subject to the following conditions:—

(*a*). That the teacher ranks not lower than first division of third class.

(*b*). That the average attendance at his school amounts to 35 at least.

 (*c*). That

(*c*). That the teacher has given not less than eight years' service under the Board, period of service to be reckoned from the date from which salary as a classed teacher was first paid.

2. No teacher to be eligible for such supplemental salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of schoolkeeping.

3. Any teacher to whom such good-service salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of 35 pupils, shall thereby forfeit such supplemental salary.

4. Teachers in receipt of good-service salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of good-service salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

MALES.							FEMALES.						
Of Class	After Good Service of						Of Class	After Good Service of					
	8 Years.			12 Years.			17 Years.			8 Years.			12 Years.			17 Years.		
	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*		£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*
III[1]	3	–	–	4	–	–	6	–	–	III[1]	2	–	–	3	–	–	5	–	–
II[2]	4	–	–	5	–	–	7	–	–	II[2]	3	–	–	4	–	–	6	–	–
II[1]	5	–	–	6	–	–	8	–	–	II[1]	4	–	–	5	–	–	6	10	–
I[2]	6	–	–	7	10	–	9	10	–	I[2]	4	10	–	5	10	–	7	10	–
I[2]	7	–	–	8	10	–	11	–	–	I[2]	6	–	–	7	–	–	9	–	–
I[1]	8	–	–	11	–	–	13	–	–	I[1]	7	–	–	9	–	–	11	–	–

C.—*Allowances for teaching Vocal Music, Drawing, and Navigation.*

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from 2*l.* to 5*l.* a year, according to the number under instruction, and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a school of Art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from 3*l.* to 10*l.*, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of convent schools on the same conditions as in the case of ordinary schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a national school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of 5*l.* for an attendance of six pupils, and 10*l.* for an attendance of 12 or more.

D.—*Gratuities for Instructing Paid Monitors.**

		£.	*s.*	*d.*
Senior Monitors,	For each monitor of first year, a gratuity of	1	–	–
	ditto of second year ditto	1	10	–
	ditto of third or fourth year, do.	3	–	–
Junior Monitors,	For each junior monitor a gratuity of	1	–	–

* Teachers of model schools are excluded from obtaining this class of gratuities.

E.—*Gratuities for Extra Instruction to Unpaid Monitors.**

1. A gratuity not exceeding *four pounds* may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by the inspector or organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this, or the preceding head, unless the answering of the monitors be satisfactory, and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

F.—*Gratuities for preparing Young Persons for the Office of Teacher.**

1. For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than 2*l.*, and not more than 3*l.*; but in no year is the amount to exceed 15*l.* to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years, immediately preceding his or her appointment as a teacher.

(*b*). That the district inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

(*c*). That the head inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(*d*). That not more than 12 months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

G.—*Gratuities for Preparing Young Persons for the office of Pupil-Teacher in Model Schools.**

1. A gratuity, not exceeding 2*l.*, may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the model schools.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(*b*). That the district inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(*c*). That the head inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

H.—*Retiring Gratuities.*

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

PART V.

Supplies of Books, School Requisites, and Apparatus.

I.—*Nature and Extent of Grants, and Conditions on which made.*

1. The Commissioners furnish gratuitously to each school a first stock of school requisites, in proportion to the attendance of children. These requisites are to be kept as a school stock, for which the master or mistress is held responsible, and are on no account to be sold or taken out of the school.

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. Any additional maps, stationery, slates, clocks, and other requisites, must, as required from time to time, be purchased at reduced rates.

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* Teachers of model schools are excluded from obtaining this class of gratuities.

A.—*Free Stock.*

The value of the grant of free stock is regulated by the average daily attendance of pupils, as ascertained from the reports of the inspectors. The managers of schools have the privilege of selecting their grants of free stock from the following list, being at liberty to choose such of them as they most approve of, and to omit any to which they object:—

Slates, Large.
Ditto, Small, ruled.
Slate Pencil Holders.
Inkstands.
Paterson's Sheet of Illustrations to Zoology, No. 1.
Ditto - - - - ditto - - - - No. 2.
One Set Tablet Lessons, Arithmetic, 60 sheets, mounted on 30 Pasteboards.
Ditto - ditto - Spelling and Reading, pt. 1, 34 sheets mounted on 17 Pasteboards.
One Set of Copy Lines, mounted.
Thirty-hour American Clock, in case.
Professor Sullivan's English Dictionary.
Fleming's Atlas (Outline Maps).
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Education.
Young's Infant School Manual.

Large Maps:

Map of the World.
„ Ancient World.
„ Europe.
„ Asia.
„ Africa.
„ America.
„ United States.
Map of Australia.
„ British Isles.
„ England.
„ Scotland.
„ Ireland.
„ Palestine.

Johnston's School and Family Maps—size 23 by 27 inches, on rollers, varnished:—

Eastern Hemisphere.
Western - ditto.
England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Canaan and Palestine.
Chart of the World.
Geographical Terms.
United States and Canada.
Chronological Chart of Ancient History.

*** These Maps are of the same character as the large Maps, but being smaller, may be more convenient to many Schools.

Physical Map of the World.
Physical Map of Europe, with book.

Betts' Educational Maps; size, 23 by 26 inches, on rollers, varnished—

England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Australia.
Palestine.
Eastern Hemisphere.
Western ditto.

Interrogatory Maps, with Book of Exercises to each Map, to correspond with the Educational Series, on roller, varnished:—

Europe.
Asia.
Africa.
America.
England.
Scotland.
Ireland.

3-inch Semi-Globe, hinged.
View of Nature in all climates, mounted on roller.
View of Nature in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.

Machinery and Manufacture, mounted, viz.:—

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller:

1. Mechanical Powers.
2. Machinery.
3. Watch and Clock-work.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.
Natural History, 150 prints, mounted.
Natural Phenomena, 30 prints, mounted.
Animals, illustrated in their comparative sizes, on roller.
Tool Box, containing an assortment of most useful Tools.
Centrifugal Machine.
Archimedean Screw; Working Model.

Black Boards:—42 by 30.
Ditto - - 36 by 30.
Ditto - - 30 by 24.
Ditto - - 42 by 30, on Stand.
Ditto - - 36 by 30, Ruled for Music.

Framed Black Boards:—42 by 30.
Ditto - - - - 36 by 30.
Ditto - - - - 24 by 16.

Easels:—Shut up Easel, 7 feet.
Ditto - - ditto - 6 feet.
Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Pointers, common, long.
Ditto - ditto short.

Arithmetic Frames:—

Frame and Stand.
Hand Frames, 17 by 19 inches.
„ 15 by 13 „

The following requisites are included in the grant:—

District Inspector's Observation Book.
School Register.
Daily Report Book.
Roll Book.
General Lesson.
Commandments.
Time Table.
Commissioners' Rules.
Rules for Teachers.
Religious Instruction Tablet.
Notices to Parents.
Programme of Instruction.

B.—*Requisites supplied at Reduced Prices.*

1. When books, &c., purchased from the Commissioners at the reduced prices, are sold to the children attending a national school, it is directed that in no case shall any advance be made on these prices; and the district inspectors have instructions to inquire into and report upon any infraction of this rule.

2. The

2. The following is the List of Books, School Requisites, and apparatus supplied to schools at reduced prices :—

First Book of Lessons.
Second - ditto.
Sequel to Second Book, No. 1.
Sequel to Second Book, No. 2.
Third Book of Lessons.
Fourth - ditto.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Ditto - - - ditto - - Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to ditto.
First Book of Arithmetic.
Key to ditto.
Arithmetic in Theory and Practice.
Key to ditto.
Book-keeping.
Key to ditto.
Epitome of Geographical Knowledge.
Compendium of ditto.
Elements of Geometry.
Mensuration.
Appendix to ditto.

Natural Philosophy, &c. :—

Vol. 1. Mechanics, Hydrostatics.
Vol. 2. Electricity, Galvanism, &c.
Vol. 3. Chemistry and Chemical Analysis.

Scripture Lessons (Old Testament), No. 1.
Ditto - - - - - ditto - No. 2.
Ditto - - (New Testament), No. 1.
Ditto - - - - - ditto - No. 2.

Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Ditto - - ditto - with Specimens.

Tablet Lessons, Arithmetic, 60 sheets.
Ditto - - Mounted on 30 Pasteboards.
Ditto - - Spelling and Reading Tablets, Part 1.
Ditto - - - ditto - - - ditto - Part 2.
Ditto - - Mounted on 17 Boards, Part 1.
Ditto - - - - ditto - - - Part 2.

Copy Lines.
Ditto, mounted.

Large Map of the World.
Map of Ancient World.
" Europe.
" Asia
" Africa.
" America.
" United States.
Map of Australia.
" British Isles.
" England.
" Scotland.
" Ireland.
" Palestine.

Thirty-hour American Clock, in case.
Eight-day Spring Clock, not striking the hours.
Copy Books, Large.
Ditto - Small.
Quills.
Steel Pens (Nibs).
Ditto broad, medium, or fine points, No. 075 F, 075 M, 075 B.
Ditto broad, medium, or fine points, No. 0142 F, 0143 M, 0144 B.
Barrel Pen, N.
Holders for ditto.
Slates, Large.
Ditto, Small, ruled.
Slate Pencils.
Slate Pencil Holders.
Inkstands.
Ink Powders.

Books not Published, but Sanctioned by the Commissioners of Education.

Professor Sullivan's English Dictionary.
Ditto - - Spelling Book Superseded.
Ditto - - English Grammar.
Ditto - - Introduction to Geography and History.
Ditto - - Geography Generalized.
Ditto - - Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part 1.
Ditto Sheet of Illustrations to ditto, No. 1.
Ditto First Steps to Zoology, Part 2.
Ditto Sheet of Illustrations to ditto, No. 2.
Ditto Zoology for Schools, Part 1.
Ditto - - ditto - - Part 2.

Dr. Thomson's Treatise on Arithmetic.
Ditto - Key to ditto.
Ditto - Elements of Euclid, Part 1.
Ditto - - - - ditto - Part 2.
Ditto - Introduction to Algebra.
Arithmetical Table Books.

Works for the use of Agricultural Pupils.

Dr. Hodges' First Steps in Agricultural Chemistry.
Ditto First Lessons in ditto.
Johnston's Catechism of ditto.
Murphy's Agricultural Instructor.
Campbell's Farmer's and Cottager's Guide.
Pringle on Green Cropping.
Stephen's Catechism of Practical Agriculture.

Wilhelm's Vocal Music, supplied only to Schools where the Teachers hold Certificates of competency to instruct in Singing.

Hullah's Manual.
Ditto, Songs for Schools, No. 1.
Ditto - - ditto - No. 2.
Ditto, Set of 8 Large Sheets.
Ditto, Exercises, Book 1.
Ditto - ditto, Book 2.
Slate, ruled for Music.
Tuning Fork.

Globes :—
12-inch, in mahogany, low stand, brass meridian.
12-inch, in stained wood, low stand, iron meridian.
6-inch Semi-Globe, on mahogany board.
3-inch - ditto - - - ditto.
3-inch - ditto - hinged.

Maps :—
Johnston's School and Family Maps—size, 23 by 27 inches, on rollers, varnished :—

Eastern Hemisphere.
Western ditto.
England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Canaan and Palestine.
Chart of the World.
Geographical Terms.
United States and Canada.
Chronological Chart of Ancient History.

*** These Maps are of the same character as the large Maps usually supplied by the Commissioners, but being smaller, may be more convenient to many Schools.

Johnston's Physical Map of the World.
Ditto Physical Map of Europe, with book.

Bett's Educational Maps—size, 23 by 26 inches, on roller, varnished :—

England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Australia.
Palestine.
Eastern Hemisphere.
Western ditto.

Interrogatory Maps, with Book of Exercises to each Map, to correspond with the Educational Series, on roller, varnished :—

Europe.
Asia.
Africa.
America.
England.
Scotland.
Ireland.

Geographical Slates—Each Slate has Two Outline Maps permanently engraved on it, and accompanied with Key Maps :—

England and the World.
Europe and Asia.
Africa and America.
Ireland and Scotland.
United States and England.
United States and the World.

Outline Maps—size, 17 by 13½ inches, printed on good paper, for Geographical Exercises :—

England.
Scotland.
Ireland.
France.
Europe.
Asia.
Africa.
North America.
South America.
Eastern Hemisphere.
Western ditto.
Palestine.

Key Maps—same size and sorts as preceding, coloured.

Physical Geography (Reynold's) mounted:—

1. Physical Features of the Land.
2. Volcanic System.
3. Climates.
4. Movements of the Waters.
5. Distribution of Rain.
6. Distribution of the Winds.

Griffith's Geological Map of Ireland, on roller.
School Atlas of Physical Geography, with Introduction, and 39 Maps, coloured, bound.

Atlas illustrative of the Physical, Political, and Historical Geography of the British Empire, 10 maps, coloured, bound.

Diagrams:—Illustrations of Natural Philosophy (Johnston's), on roller, varnished, each accompanied by a book:—

No. 1. Properties of Bodies.
No. 2. Mechanical Powers.
No. 3. Hydrostatics.
No. 4. Hydraulics.
No. 5. Physiology, No. 1.
No. 6. Physiology, No. 2.
No. 7. Steam Engines.

Astronomy, 6 sheets (Reynolds's) mounted.
View of Nature in all Climates, in wrapper.
Ditto - - ditto - - mounted on roller.
Ditto - in ascending regions, mounted on roller.

The Human Species, 4 sheets, mounted on roller.

Machinery and Manufactures, viz.:—

1. Condensing Steam Engine.
2. High-Pressure Engine.
3. Locomotive Engine.
4. Marine Engine.—Side Lever.
5. Marine Engine.—Oscillating.
6. Marine Engine.—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its Uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller:—

1. Mechanical Powers.
2. Machinery.
3. Watch and Clock-work.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Section of Screw Line-of-battle Ship, mounted.
Table of British Strata, mounted.
Natural Phenomena, 30 prints.
Ditto - - - - mounted.

Useful plants, a set of 12 plates, coloured, in wrapper, with book.
Ditto - - - ditto - - - mounted.
Natural History, 150 prints.
Ditto - - ditto, mounted.

Animals illustrated in their comparative sizes, on roller.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, mounted.
The Animal Kingdom, 4 sheets, coloured, mounted.
Patterson's Zoological Diagrams (10), mounted on rollers, varnished.
Set of Chemical Apparatus for performing experiments to illustrate Johnston's Agricultural Chemistry.

Tool Box, containing an assortment of most useful Tools.
Compound Portable Microscope.
Magnetic Ship's Compass, 10-inch.
Magnetic Compass, in brass case, 1½ inch.
Ditto - - in mahogany case.

Thermometers:—Boxwood Thermometers.

Models, &c.:—Working Models of Mechanical Powers (Edwards).
Centrifugal Machine,
Archimedean Screw:—Working Model.

Cards of Model Tools:—Carpenter, Cabinet-maker, Bricklayer, Plumber, Painter and Glazier, Printer, Bookbinder, Goldbeater, Cooper, Farrier, Miner, Road-maker and Pavior, Gardener; 12 sorts.

Geometrical Solids, set of, in box.
Conic Sections - - ditto.
Dissected Cone, in boxwood.

Dissected Cube, Octahedron.
Ditto - Tetrahedron.
Ditto - Dodecahedron.
Ditto - Pentagonal Dodecahedron.

Steel Goniograph, for illustrating Geometrical figures.
Tangible Arithmetic, consisting of 12 dozen cubes in box.

Illustrations of the useful Arts:—

The Manufacture of a Needle described, with specimens of wire in its various stages up to the finished needle.
The manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.
The Manufacture of Paper described, accompanied by 16 illustrative specimens.

Educational Cabinets:—

Edward's Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.
M'Nab's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.
The Silkworm, exhibiting its various changes from the egg; in glazed case.

Mathematical Drawing Instruments:—

Leather pull-off Case of Patent Instruments, No. 0211, containing five-inch steel-joint compass, pen-point, pencil-point, hand-pen, and six-inch boxwood scale.
Mahogany Case of ditto, No. 0212, containing six-inch steel-joint compass, pen and pencil points, divider, bow-pen, hand-pen, pencil, box-scale, ebony parallel, and brass protractor.

Land surveying Chains, English measure.
Ditto - - - Irish measure.

Flat Rulers, pear-tree wood, No. 2; 12-inch.
Ditto - - ditto - No. 3; 15-inch.
Ditto - - ditto - No. 4; 18-inch.

Round Ebony Rulers, 12-inch.
Ditto - ditto - 18-inch.

Gunter's Scales, boxwood, 12-inch.
Ditto - ditto - - 24-inch.
Chain Scale, boxwood, 12-inch
Plotting Scale, 12-inch.
Offset Scales.
Ebony Parallel Rulers, 15 inches.
T Squares, No. 1; 16-inch.
Ditto No. 3; 26-inch.
Ditto - No. 4; 30-inch.

Black Boards:—42 by 30-inch.
Ditto - - 36 by 30-inch.
Ditto - - 30 by 24-inch
Ditto - - 42 by 30-inch, on stand.
Ditto - - 36 by 30-inch, ruled for music.

Framed Black Boards:—42 by 30-inch
Ditto - - - 36 by 30-inch.
Ditto - - - 24 by 16-inch.

Easels:—Shut-up Easel, 7 feet.
Ditto - - 6 feet.

Framed Easel, 6 feet, double leg.
Lesson Post, suitable for tablet lessons.
Black canvas, stretched on frames, 22 by 17 inches.

Drawing Boards, clamped:—13 by 9¾.
Ditto - - - ditto - 18 by 13½.
Ditto - - - ditto - 20 by 15½.

Arithmetic Frames:—

Frame and stand.
Hand frames, 15 by 13 inches.

Pointers, common, long.
Ditto - - - short.
Sewing Needles; assorted sizes.
Packets of Needles.
Darning Needles; assorted sizes.
Crotchet Needles; steel.
Knitting Pins.
Sewing Cotton; Clarke's.
Ditto - - Brook's.

Thimbles:—

Brass, common.
Ditto, steel top.

Scissors :—
Cutting-out scissors.
Class scissors, No. 99.
Ditto - - No. 264.

Penknives, No. 4,000.

Working Materials :—
Knitting cotton, blay.
Ditto - - white.
Knitting worsted, white.
Ditto - - grey.
Ditto - - black drab.
Ditto - - black.
Yellow sampler canvas.
White - - ditto.
Yellow stripe ditto.
White muslin.

Black Lead Pencils, Chalk, &c. :—
Black lead drawing pencils, HB. B. BB. F.
Common Drawing Pencils.
India Rubber.
White Chalk (French).
Charcoal.
Black Conté Crayons, Nos. 1, 2, 3.
Drawing Pins.
Porte Crayons, brass.

Drawing Paper :—
Cartridge Paper.
Ditto - - tinted.
Medium drawing paper.
Ditto - ditto - hand made.
Royal - - ditto.
Imperial - ditto.

Drawing Materials :—
Water colours in boxes.
School of Art colour box.
Water colours in boxes, best quarter cakes, slide lid.
Ditto - - - - half cakes, slide lid.
Indian ink.
Camel hair pencils, crow-quill.
Ditto - - - - duck-quill.
Ditto - - - goose-quill.
Cabinet nests, six saucers.

Drawing Copies, &c. :—
Lineal drawing copies, mounted, in portfolio.
Easy drawing copies - - - ditto.

Hermes' Drawing instructor, 64 numbers :—
Part 1 to 24—Landscapes.
25 to 36—Flowers and Fruit.
37 to 48—Heads.
49 to 60—Arabesques.
61 to 64—Horses.

School of Art drawing book.
Familiar freehand drawing copies.
Green's First Studies in Landscape, six numbers.
Elementary Studies, by Julien and others.
Heads from the Antique, drawn by Smeeth, plain.
Ditto - - - ditto - - - tinted.

Harmoniums, with each Instrument an Instruction Book is supplied :
Harmonium (of 5 Octaves), with expression stop.
Ditto - - ditto - - without stop.
Ditto - (of 4 Octaves).

C.—*Additional Requisites and Apparatus.*

In addition to the Requisites and Apparatus in the foregoing List supplied to National Schools, the following is a List of Apparatus supplied at reduced prices to schools under special circumstances :

Globes—Celestial and Terrestrial :
18-inch, in mahogany, high stand, with compass.
18-inch in - - ditto - - with iron meridian.
18-inch, in mahogany, low stand, with brass meridian.
18-inch, in stained wood, low stand, with brass meridian.
18-inch, in stained wood, low stand, iron meridian.
12-inch, in mahogany, high stand, brass meridian.
12-inch, in stained wood, low stand, brass meridian.
9-inch, in mahogany, low stand, brass meridian.
9 inch, in stained wood, low stand, brass meridian.
9-inch, in stained wood, low stand, iron meridian.
6-inch, on mahogany pedestal.
3-inch - - ditto.
3-inch, in mahogany boxes.
Patent portable globe, with stand.

Slate Outline Globes :—
18-inch.
12 inch.

Globe Covers :—
Brown Holland, for 18-inch high.
Ditto - - - 18-inch low.
Ditto - - - 12-inch high.
Ditto - - - 12-inch low.

Planispheres, to exhibit the state of the Heavens at any time :—
18-inch.
9-inch.

Maps :—
Johnston's Chart of the World, with enlarged Map of Europe, &c.—72 by 56 inches, mounted.
Arrowsmith's Map of the Ancient World.
Outline Maps, corresponding in size with Betts' Educational and Interrogatory Maps, the Physical Features very distinctly marked, and the situations of the principal Towns shown by signs; on roller, varnished—

Eastern Hemisphere.	America.
Western Hemisphere.	Ireland.
Europe.	England.
Asia.	Scotland.
Africa.	

Note.—The "Outline" Maps are without names or numbers, and are intended for exercising the pupils' memory.

Projectional Maps—size, 17 by 13½ inches, printed on good paper—have only the lines of Longitude and Latitude delineated, and furnish an excellent Geographical exercise.
Griffith's Geological Map of Ireland, on roller.

Maps—*continued.*
Reynolds's Atlas of Physical Geography, 12 Maps printed on cards, in portfolio.
Atlas of Astronomy, in portfolio.
Atlas of Natural Philosophy, in portfolio.
Atlas of Geology - - - - ditto.
Atlas of Arts, Science, and Manufactures, in portfolio.
Pictorial Illustrations of Geometrical terms, 2 sheets on rollers.
Scientific School Tablets, on 3 sheets :—
No. 1. Specific Gravities.
No. 2. Temperatures.
No. 3. Thermometer, on roller, varnished.
Only issued in sets.
Astronomy, 4 sheets (Darton's), mounted.
Ethnographical Map of the World, mounted on roller.
Geognostic Profiles, 4 sheets, in wrapper.
Ditto - - - - - ditto, mounted on roller.
Geological Chart, mounted on roller.
Section of the Earth's Crust, with letterpress descriptions, mounted.
Geological Diagrams, including Section of the Earth's Crust, with descriptions, in wrapper.
Ditto - ditto - mounted on roller.
Botanical Chart - - - ditto.
Botanical Diagrams, 6 sheets, with descriptions, wrapper.
Ditto - ditto - mounted on roller.
Range of Vegetation, in wrapper.
Twelve prints, illustrative of the sources of Manufacture, Animal and Vegetable, mounted.
The Mechanical Powers illustrated, 8 sheets, mounted on mill-boards.

Diagrams, printed on cloth, coloured :—
Astronomy, 12 diagrams.
Nebulæ, 6 diagrams.
Comet of 1853, 1 diagram.
One Million Points, 1 large diagram.
Physiology in relation to Health, 10 diagrams.
Eastern Habitations, 10 diagrams.
Domestic Arrangements of the Orientals, 10 diagrams.
The Telescope, 6 diagrams.
The Microscope, 6 diagrams.
Australia and Australian Life, 10 diagrams.
Progress in Locomotion, 12 diagrams.
Mechanical Powers, 3 diagrams.
Nineveh and Assyria, 20 diagrams.
Ancient Egypt, 14 diagrams.
Geology, 15 diagrams.
Volcanoes, 7 diagrams.
Natural History, 15 diagrams.

Diagrams—*continued.*
Lardner's Illustrations of Mechanics, Natural Philosophy, &c.; numbers 1 to 9, in sheets.
Botany, 2 plates, mounted.
The Zones of the Earth, 10 plates, mounted, in portfolio, with a book of description to each plate.
Diagram of Gas Works, mounted on cloth.
Ditto - Glass Works - ditto.
Ditto - Blast Furnace - ditto.
Table of Ingredients of Food, ditto.
Ditto Examples of Dietaries, ditto.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, in sheets.
The Animal Kingdom, 4 sheets, coloured.
Natural History, 150 prints.
Natural Phenomena, 30 prints.
Wild Flowers, 96 prints.
Ditto - - mounted.
Trees, 12 prints, mounted.

Philosophical Apparatus, &c.:—
Case of Pneumatic Apparatus, suitable for performing experiments.
Case of Electrical Apparatus - - ditto.
Case of Electro-Magnetic Apparatus suitable for performing experiments.
The Magnet familiarly described.
Ditto - accompanied by a box of magnetic toys.
Collodion Gas Balloon, with apparatus for inflation.
Simple Microscope, with rack movement, mirror, and condenser, tweezers, glass slides; in mahogany case.
The Student's Microscope; compound body, rack adjustment, on tripod stand, plane and concave mirrors, condensing lens, two Huyghenian eye-pieces, and two achromatic eye-pieces, in upright mahogany case, lock and key.
Case of Microscopic objects, A.
Ditto - - ditto - - B.
Ditto - - ditto - - C.

Thermometers:—Boxwood Thermometers.

Barometers:—Marine Barometer.
Upright Barometer.

Models, &c.:—
Working Models of Mechanical Powers (Protheroe).
Ditto - - - ditto - - - - (Griffin).
Atwood's Machine for Illustrating the Laws of Gravitation, &c.
Working Model of Lift Pump (brass, with glass cylinders).
Sectional Model of Lift Pump.
Working Model of Force Pump (brass, with glass cylinders).
Sectional Model of Steam Engine.
" Link motion of Steam Engine.
" Parallel motions of Steam Engine (five kinds).
" Gas Meter.
" Threshing Machine.
" Winnowing Machine.
" Corn Mill.

The three last-mentioned Models show the progress of preparation of grain from the field to its manufacture into flour.

Sectional Model of Mortising Machine.
Water Wheels (undershot and overshot), Working Model.
Hero's Fountain, Model of.
Mechanical Apparatus, Models, &c.
Drawing Models.
Models of Crystals, in box.
Butter's Trinomial Cube.

Educational Cabinets:—
Edwards' Cabinet of Objects.
Griffin's Specimens of Rocks, 100 specimens.

Mathematical Drawing Instruments:—
Brass Dividers, common 5-inch.
Patent Brass Dividers, 5-inch.
Ditto - - - - 6-inch.
Ditto - - - - with pen and pencil point.
Drawing Pens, fine hard steel, bone handle.
Ditto - small fine.
Ditto - for red ink, electro gilt.
Patent Brass Bow Pen, fine needle point.
Ditto - - Pencil - ditto.
Patent Steel-spring Dividers, ditto.
Ditto - - - Bow Pen, ditto.
Ditto - - - Bow Pencil, ditto.

Rulers:—
Flat Rulers, Pear Tree Wood, No. 1, 7¾ inch.
Ditto - - - - No. 5, 21 inch.
Round Ebony Rulers, 15-inch.
Architect's Scale, 12-inch.
Boxwood Protractor, 6-inch, narrow.
Ditto - - - - 6-inch, broad.
Brass Protractor, 3½ inch.
Ditto - - - superior.

T Squares, No. 2, 18-inch.
Ditto, No. 5, 37 "
Ditto, No. 6, 42 "

Set Squares:—
45°, 6-inch.
45°, 9 "
60°, 8 "
60°, 10 "
75°, 8 "
75°, 12 "

Black Boards:—48 by 36 inches.
Ditto - 36 by 24 "

Framed Black Boards:—48 by 36 inches.
Ditto - - - 36 by 24 "
Ditto - - - 30 by 24 "

Easels:—Shut up Easel, 5 feet 6 inches.
Framed Easel, 6 feet, single leg.
Sponge.

Drawing Boards—Clamped:—
19 by 13 inches.
22 by 17 "
28 by 19 "

Arithmetic Frames:—Oak, with Black Board.
Ditto - - Superior, oak; sliding.
Ditto - - Black board and frame.
Hand Frames, 17 by 19 inches.

Pointers, lancewood, long.
Ditto - - short.

Steel Pens and Holders:—
School pens, No. 016.
Ditto - Broad, medium, or fine points.
Ditto - No. 09 F, 010 M, 011 B.
Ditto - Superior G.
Barrel Pen, O.
Ditto - K.

Crochet Needles:—Bone.

Pins:—In Sheets.
Mixed.

Thimbles:—
Steel.

Scissors:—
Class Scissors, fine, No. 357.
Buttonhole ditto, No. 115.

Penknives, No. 8943.
Ditto No. 5650.

Working Materials:—
Knitting Angola, grey.
Yellow Stripe Canvas, ⅝ yard wide.
Brussels Net.
Bobbinet.

Black Lead Pencils, Chalk, &c.:—
Black Lead Drawing Pencils:—EHB, DEHB, FF, BBB.
Black Lead Drawing Pencils:—BBBBBB.
White Chalk—French.
Ditto (American calcined).
White Conté Crayons.
Red - ditto.
Brown - ditto.
French Crayons (coloured), in boxes.
Paper Stumps.
Leather ditto.
Drawing Pins.
Porte Crayons, brass (French).

Drawing Paper:—
Cartridge Paper.
Medium Drawing Paper.
Ditto - ditto - hand made.
Royal - - ditto.
Imperial - ditto.
Ditto - ditto - rough.
Ditto - ditto - hot pressed.
Oil Sketching Paper, Royal.
Ditto - - - - Imperial.
White Mounting Boards, Half Imperial.
Ditto - - ditto - Royal.
Ditto - - ditto - Imperial.

Drawing Materials:
- Water Colours in boxes, best quarter cakes, lock.
- Ditto, half-cakes, lock.
- Ditto „ selected colours, &c., lock.
- Best colours in cakes.
- Indian Ink.
- Chinese White, in bottles.
- Camel Hair Brushes, flat, in tin, ½-inch.
- Ditto - - - ditto - - - ¾-inch.
- Ditto - - - ditto - - - 1-inch.
- Ditto - - - ditto - - 1½-inch.
- Ditto - - - ditto - - 2-inch.
- Camel Hair Brushes, round, No. 1.
- Ditto - - - ditto - No. 2.
- Ditto - - - ditto - No. 3.
- Ditto - - - ditto - No. 4.
- Ditto - - - ditto - No. 5.
- Ditto - - - ditto - No. 6.
- Red Sables, round, No. 1.
- Ditto - ditto - No. 2.
- Ditto - ditto - No. 3.
- Ditto - ditto - No. 4.
- Ditto - ditto - No. 5.
- Ditto - ditto - No. 6.
- Pencil Sticks, 6-inch.
- Ditto - 12-inch.
- Ditto - 15-inch.
- Earthenware Palettes, 3-inch.
- Ditto - ditto - 4-inch.
- Ditto - ditto - 5-inch.
- Ditto - ditto - 6-inch.
- Ditto - ditto - 7-inch.
- Ditto - ditto - 8-inch.
- Ditto - ditto - 9-inch.

Drawing Materials—*continued.*
- Division Slants, 3 divisions.
- Ditto 4 ditto.
- Ditto 5 ditto.
- Ditto 6 ditto.
- Ditto 8 ditto.
- Ditto 10 ditto.
- Ditto 12 ditto.
- Indian Ink Stones, small.
- Ditto - - - middle.
- Ditto - - - large.
- New Colour Slab.
- 5 Well and 5 Slant Slab.

Drawing Copies, &c.:
- Odds and Ends of Progressive Drawing Studies, 6 Nos.
- Hermes' Progressive Drawing School.
- Green's Second Drawing Book of Landscape, 6 parts.
- Harpur's Easy Course of Landscape Drawings, 6 Nos.
- Hulme's Graduated Series of Landscapes, 4 parts.
- Walton's Advanced Landscape Drawing Books, 6 parts.
- Bright's Advanced Drawing Book, 6 parts.
- Syer's Advanced Drawing Book, 6 Nos.
- Syer's Marine and River Views, 6 parts.
- Barnard's Elementary Studies of Trees, 9 parts.
- Willis's Cattle and Rustic Figures, 6 parts.
- Architectural Ornaments, by Raentz.
- Green's Illustrations of the Five Orders of Architecture, 6 plates.

II.—*Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.*

1. All applications for books, school requisites, and apparatus, at reduced prices, must be addressed to the secretaries, and be accompanied by a money order for the amount, in favour of JAMES KELLY or WILLIAM M'CREEDY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. Half-notes, cash, postage stamps, orders or cheques drawn on country banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

3. When a post-office order or letter of credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the person applying for the same; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and requisites given for the *full amount* PAID.

4. When a national school has had a grant, either as free-stock or at reduced prices, of a clock, or of any of the large maps, another will not be supplied until *three* years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

5. Teachers are not permitted to include, in the applications for requisites, *clocks* or *maps* for their own private use. Managers should, therefere, caution teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. *Books* for their own use may be purchased by the teachers at the reduced prices, but then they should be careful to indicate the fact to the manager, by writing the words "for teacher" after the name of the book in the list.

6. The patron or manager should not sign any application for books, requisites, or apparatus without first ascertaining that they are actually wanted for the school on behalf of which the application is made. The inspectors are required to report to the Commissioners whenever it appears that an undue quantity of requisites, &c, has been ordered for a national school.

7. When there are separate ROLL NUMBERS for male and female national schools, the application should state for which of them the books, &c., are required; and if for both, *two* forms should be used.

8. Parcels of books, &c., when so desired, will be forwarded, carriage free, to the depôt of the district in which the school for which they are required is situated, and the inspectors will inform the managers on what day they will be ready for delivery, or to the depôt of any other district if more convenient; but in the latter case, the inspector, who may not know the managers of any schools not in his district, cannot be expected to give notice.

9. Or the parcel will be forwarded to the railway station nearest to the manager's residence. In this case the manager must himself incur the risk of its safe delivery, and the expense of carriage.

10 Parcels are sent free to any place within the civic boundaries of Dublin.

11. When parcels are forwarded to the depôt of a district, it is *not* the duty of the inspector to transmit the parcel to the manager's residence, or to the school.

12. On the day appointed by the inspector for the delivery of parcels, the manager is required to send a messenger to the depôt with the order on the inspector (with which the manager will be furnished), and which order the inspector is required to transmit to the office as a proof of the delivery of the parcel.

13. If a parcel is to be sent by a carrier, he must call at the office in Dublin not sooner than two days after the manager's directions shall have been received, and must produce the manager's order to the storekeeper here, for its delivery, on the form supplied for the purpose.

14. The school apparatus must, on no account, be taken out of the school for which it has been procured, and must be used solely for school purposes. If it, or any portion of it, should be removed from the school, or any improper use be made of it, the Commissioners will adopt such measures as the nature of the case may demand.

15. The Commissioners do not supply books, requisites, or apparatus to the public, or to schools not connected with the Board of National Education.

16. The amount of each grant must be inserted in the daily report book of the school, and the invoice of the articles preserved for the examination of the inspector, who will be required to report whether the articles in the school correspond with the invoice, and are in a good state of preservation.

PART VI.

General Instructions to Managers and Correspondents.

1. Persons desirous of obtaining assistance from the Commissioners of National Education will, upon intimating to the secretaries the nature of the aid required, be furnished with the forms, upon which their application must be laid before the Commissioners; and all grants of salary will date from the *first of the month nearest to the return of* such application forms to the office.

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them, in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. The managers of national schools are particularly requested to attend to the following regulations respecting the payment of salaries or gratuities to teachers, as the Lords of Her Majesty's Treasury and the Commissioners for Auditing the Public Accounts will not, in future, sanction any payments which are not in compliance with these rules:—

Every receipt should be signed by the manager, and by the teacher entitled to receive the amount of salary or gratuity therein specified.

Whenever a manager or other person advances money to a teacher on account of the salary payable by the Commissioners of National Education, he should *take a receipt* for the same (stamped, if the amount be 2 *l.* or upwards), in order to have a proper voucher to produce to the office for repayment.

If a teacher die to whom any salary or gratuity is due by the Commissioners at the time of his or her death, which, with any other property he or she may have been possessed of, would amount to 20 *l.* or above, it will be paid only to the representatives or next of kin, on the exhibition, at the office, of letters of administration.

If the amount be over 5 *l.*, and under 20 *l.*, payment will be made, without the production of letters of administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a bond, on the form issued from the office, to free the Commissioners from any claim on the part of other next of kin or of creditors: if the amount be 5 *l.* or under, neither letters of administration nor bond will be required, provided the debts are certified to have been paid.

If a teacher leave a national school, and authorize the manager or some other person to receive the salary due from the Board, such authority must be given in writing, or the amount will not be paid.

5. All communications in reference to national schools should be signed and made by the

the patron or manager. The Commissioners do not correspond with teachers of national schools.

6. No attention can be paid to "anonymous" communications.

7. Correspondents are requested to attend to the following directions, viz. :—

To write at the head of any letter addressed to the office, the name and roll-number of the school referred to, and the county in which it is situated.

To make communications on different subjects in separate letters.

To state in every case the writer's post-town; and, in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and style of address in full.

In replying to an official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of foolscap size or, at least, large-sized letter-paper.

Letters or other communications addressed to the secretaries on the business of the Board need not be prepaid.

8. All letters or other commutations, in any manner relating to the business of the Board, or to the national schools, are to be addressed to the secretaries, and not to any other officer or person connected with the Board; such communications to be directed thus:—

The Secretaries,

Education Office,

Marlborough Street,

Dublin.

By order of the Commissioners of National Education,

Education Office, 21 November 1863. *James Kelly*, *William M'Creedy*, } Secretaries.

— II. —

COPIES of DISSENTS from, or PROTESTS against, the Adoption of all or any of the above RULES on the part of any of the COMMISSIONERS of NATIONAL EDUCATION in *Ireland*, and given in by any of the Commissioners to the Board.

(A).

PROTEST by the Right Rev. Bishop of *Derry* and *Raphoe*.

HAVING considered with much attention the Revised Rules and Regulations which are proposed for the adoption of the Commissioners of National Education, I feel myself called upon to express my dissent from any alteration of the rules relative to the grants made to Convent Schools; and at the same time I take occasion to observe that I am of opinion that any revision or alteration of the Rules and Regulations of 1855 is inexpedient, inasmuch as such a procedure creates distrust in the public mind, and is at variance with that understanding of fixedness with which they were compiled and published under the express sanction of the Lord Lieutenant.

My objections and dissent are founded on the following considerations :—

1. Convent Schools, in connexion with the national system of education, being virtually at variance with its fundamental principle—viz.: "The affording *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school"—it is not expedient that farther concessions should be made on their behalf, whether regard be had to the friends or the opponents of the National System.

2. There appears to be no necessity, from the circumstances of the case, for the alteration of the Rules of 1855. They were carefully prepared and widely circulated, and, upon the whole, seem to have worked well, as far as they have been faithfully carried out; and answer, as I conceive, the purposes for which they were framed, being full, explicit, and intelligible.

3. The rule (Rules, 1855, part 2, sect. 9, p. 15) limiting the allowance paid to Convent Schools was made to meet a class of schools of an isolated and peculiar nature; and as it is now proposed to augment the allowances, by the introduction and payment of pupil-teachers, it appears to me that such augmentation will countenance and promote, to a serious extent, the denominational system.

4. This further departure from the principles of the National System, in favour of schools belonging exclusively to one religious body, will afford a cause of well-grounded dissatisfaction to others to whom such privileges are refused, thus furnishing the opponents of the National System with an argument which they will not fail to employ to its disadvantage.

5. It is a fact that many vested and non-vested schools have been closed by the operation of the rule as it now exists; and it cannot be doubted that, should the amount of aid already given be increased, this class of schools will be greatly augmented, the denominational system more extensively spread by the establishment of additional Convent Schools; and, when they are so established, the adjacent female schools will be seriously interfered with, and in the end altogether absorbed. It is ever to be borne in mind that the Convent Schools are exceptional and, being exceptional, require exceptional treatment, and hence the appointment of a capitation allowance.

6. Considering that the restrictive rule relative to Convent Schools is a fixed and fundamental rule, calculated to meet the just expectations of the Protestant and Roman Catholic mind, I am of opinion that its alteration will be a breaking of faith with many who have placed their schools in connexion with the Board, under the conviction that the National System was clearly and unalterably settled; and some of these persons may be constrained to withdraw from a connexion which has already brought them into collision with their private and political friends.

7. That though, for the general welfare of the National System, the anomalous procedure of sustaining schools necessarily denominational (for such are undoubtedly the Convent Schools), under a system which repudiates denominational grants, has been acquiesced in, there is no reason why such an anomaly should be increased, thereby withdrawing, as it has already done, many schools from the general arrangements of the Board, and placing them in another form.

8. I am of opinion that the granting of pupil-teachers to Convent Schools would be an admission that these schools are preliminary training-schools, as much so as Model Schools, and is therefore to be regarded as the introduction of a new principle, or at least the changing of a fundamental rule.

In reference to the new insertion (No. 9, p. 17), I object to it as unnecessary, and detrimental to the general training already established. The model and training schools are under the direct cognizance and control of the Commissioners; and, being so, they are the proper places for the training and improvement of the pupil-teachers.

I have only further to observe that when, at the request of Her Majesty's Government in Ireland, I was induced to accept the office, and undertake the responsibilities of a Commissioner of National Education, I did so under the assurance that the organic rules and regulations of the Board might be considered definitively fixed.

I have no wish to interfere with the grants and gratuities already awarded to these schools, but I entirely dissent from the alteration now proposed, and cannot contemplate its adoption but with feelings of great dissatisfaction and alarm.

I am, &c.

6 November 1863. (signed) *William Derry.*

(B.)

EXTRACT from Minutes of the Proceedings of the Board of National Education in *Ireland*, at their Meeting on the 21st November 1863.

THE Commissioners resume the consideration of the Rules and Regulations as rearranged, and some further verbal alterations and omissions are made.

Ordered,—That the Rules, as now altered and arranged, be approved.

Mr. Gibson and the Rev. John Hall protest against the insertion of the new Rule (Part IV., section 5, paragraph 10), viz.:—

"In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as first-class monitors, with a rate of salary somewhat higher than that of paid monitors of the above grades."

(C.)

PROTEST by the Rev. *P. S. Henry*, D. D.

To the Secretaries of the Board of Education, Marlborough-street.

Queen's College, Belfast,
29 January 1864.

Gentlemen,

IN accordance with views formerly expressed by me respecting the inexpediency and great danger of the recent changes that have been made in the Rules of the Board of Education, in regard to conventual schools, I have to request that my name shall be recorded on the minutes as indicative of my dissent from those changes.

Further, I have also to request that a copy of this letter may be appended to any official communication which the Government or the Lord Lieutenant may require, as explanatory of the grounds which induced the majority of the Board to adopt the alterations referred to, my name being also attached to any said communication as dissenting from the decision.

In making this request, it is almost unnecessary to say that my feelings in favour of equal rights and privileges to all denominations in respect to the great question of education remain as strong and undiminished as they have ever been.

But in my humble judgment the recent changes of rule seriously interfere with one of the fundamental principles on which the system of National Education was founded, namely, that of "united secular instruction," whilst in their operation they will tend to foster and to reward, in its stead, a spirit of separation and of exclusiveness.

At any time I shall be ready to assign the reasons which have led me, most painfully, to arrive at this conclusion.

In recording this protest, I must state that, whilst firm in principle, it is not my usual course to enter my dissent formally against the majority of my respected colleagues; but after the experience of nearly a quarter of a century in administering the funds of the State in order to sustain a system of united education that has conferred inestimable blessings upon Ireland, I am constrained, by a sense of public duty, to express officially my opinion upon a question which I regard to be of imperial importance.

I am, &c.
(signed) *P. Shuldham Henry.*

(D.)

PROTEST by the Right Rev. Bishop of *Derry* and *Raphoe.*

Palace, Derry, 4 February 1864.

Gentlemen,

OWING to the severity of the weather, I am unable to attend the meeting of the National Education Board on Friday, the 5th instant.

I have received the Hon. Judge Longfield's draft answer, and, having been favoured with a copy, by the secretaries of the Londonderry, &c. memorial, I have had it in my power to compare the two statements; and I beg to say that I am of opinion, that while Judge Longfield's answer rectifies some errors as to the history of grants to convent schools into which the memorialists have fallen, it does not touch what seems to me the substantial matter complained of, viz., that the bestowal of any further grants is calculated to strengthen the position, and increase the number of convent schools which are being established for purposes hostile to the principles on which the National system is based, and are designedly used to draw away children from existing schools, in which those principles are being *bonâ fide* carried out.

I have already stated, and again state, my dissent from any alteration of the rules in respect to the position of, and grants made to Conventual and Monastic establishments.

Under the Rules of 1855, published with the sanction of the Lord Lieutenant, I consented to become a Commissioner, and I deeply regret that any movement should have been made to alter arrangements calculated to meet every reasonable expectation.

I have to request that this communication may be read and recorded as my deliberate opinion on the subject matter brought before his Excellency the Lord Lieutenant, by memorial and deputation.

I am, &c.
(signed) *W. Derry & Raphoe.*

To the Secretaries of the
National Education Board.

— III. —

COPIES of the Memorials to His Excellency the Lord Lieutenant of Ireland against the recent changes in the Rules and Regulations of the Commissioners of National Education.

LETTER from His Excellency the Lord Lieutenant.

Dear Mr. Macdonnell, Dublin Castle, 25 January 1864.

A DEPUTATION, composed of the Lord Bishop of Down, some Presbyterian clergymen of eminence, and other gentlemen of standing and respectability, have recently waited upon me, and placed in my hands the resolutions which I enclose.

I also enclose a memorial from the Londonderry branch of the same Ulster National Education Association.

I have received private letters to the same effect from persons entitled to much deference; but their views, as well as those stated by the deputation, during our interview, may be sufficiently gathered from the contents of the two documents enclosed.

It will appear that the apprehensions thus widely excited, are mainly founded upon the 10th paragraph of the rules and regulations, printed in 1863, fifth part, under the head of paid monitors, page 17.

It was also alleged that the addition of monasteries to the heading "Schools connected with convents," (page 18) was an innovation.

It is obvious, from the character of the persons who have made such representations, as well as of the representations themselves, that I must wish to be put fully in possession of any observations which the Commissioners of National Education may think it right to supply on the subject.

I have, &c.
(signed) *Carlisle.*

(1.)

MEMORIAL from the Ulster National Association, Belfast.

Ulster National Education Association.

To His Excellency the Earl of *Carlisle*, K.G., Lord Lieutenant of Ireland.

Ulster Chambers,
May it please your Excellency, Belfast, 8 January 1864.

WE have the honour, by order of the Committee of the Ulster National Education Association, to submit to your Excellency the following Resolutions, unanimously adopted at a Meeting held here the 7th instant.

"The Committee of the Ulster National Education Association having been specially convened to consider what action they should take in consequence of certain alterations made by the National Board in the rules regarding the training of pupil-teachers and monitors, after very full and mature deliberation, unanimously resolved:"

"1st. That the Model Schools, as training schools for teachers, have been eminently successful, and have preserved and exhibited to the country more thorough examples of the working and advantages of the system of united education than any other department of the National School system has done."

"2d. That to extend to any National Schools under private patronage the privileges of Model Schools, by constituting them training schools for teachers, is virtually to encourage establishments as rivals to those erected at the public expense, and so provide a class of teachers trained under the denominational system, thereby in so far subverting the great principle on which the National system is based."

"3d. That the recognition, in any sense, of the necessity or the propriety of training teachers in National Schools under private patronage, involves the principle of separate training for children, is fatal to the plan of united education, will unquestionably be used as an argument by the opponents of the National system for its subversion, and ought therefore to be resisted by every legitimate means."

"4th. That, impressed with the grave character of the changes referred to, and seriously alarmed at the introduction of an element that seems to be fatal to the very existence of the principle of united education, the Committee resolve to submit these views

views to His Excellency the Lord Lieutenant of Ireland and to the Right Honorable the Chief Secretary for Ireland, and most earnestly entreat Her Majesty's representatives not to sanction these intended changes, but to maintain intact the great principle on which the National System of Education for Ireland is based."

We are further to state that a deputation has been appointed to wait upon your Excellency, more fully to explain the views of the Association as set forth in the above Resolutions; and we are directed respectfully to request an interview on as early a day as your Excellency can fix for that purpose.

The following are the names of the Gentlemen who will form the deputation:—

The Lord Bishop of Down and Connor; The Mayor of Belfast; William Coates, J.P., High Sheriff of the County Antrim; Thomas McClure J.P., High Sheriff of the County Down; John F. Ferguson, D.L.; William Kirk, D.L.; Rev. Dr. McCosh, Rev. Dr. Reichel, Rev. J. Macnaughtan, Rev. J. Scott Porter; Rev. Professor Gibson, Rev. Mr. Mc'Kay, Thomas Sinclair, J.P., William Bottomley, Robert M. Wilson, Joseph J. Murphy, William Mullar, Rev. H. Smythe, James Hamilton.

(signed) We are, &c.
George C. Smythe,
Vicar of Carnmoney,
James Hamilton,
} Hon. Secs.

(2.)

MEMORIAL from the Londonderry Branches of the Ulster National Education Association.

To His Excellency the Earl of *Carlisle*, Lord Lieutenant General, and General Governor of Ireland.

The Memorial of the Committee of the Londonderry Branch of the Ulster National Education Association

Humbly sheweth,

THAT in the year 1860 a large and most influential meeting was held in the city of Londonderry for the purpose of forming a Branch Association of the Ulster National Education Association, in support of the fundamental principles of the national system at that time attacked from opposite and influential quarters.

That memorialists were appointed a Committee to carry out the objects of the Association.

That one of these objects is to resist the grant of any concessions which would encroach upon the unsectarian basis of the national system, or have a tendency to introduce denominational grants.

That memorialists are informed that a change has been, or is about to be, made in their rules by the Commissioners of National Education, which, while wholly unnecessary and uncalled for as regards other schools, would in memorialists' opinion have in their effect upon convent schools a direct tendency to make the Commissioners, to a great extent, the fosterers and encouragers of sectarian and denominational education, and would be in several respects detrimental to the well being of the national system.

That memorialists would remind your Excellency that the rules relating to convent schools, as originally framed, limited the amount of salary awarded to such schools to a capitation allowance regulated by the average number of children in daily attendance; and, while permitting the members of the community themselves to discharge the office of teacher, expressly stated that the salaries of any assistants they might see fit to employ should be defrayed by the community.

That for a considerable time past, in contravention of these rules, large sums have been allocated by the Board to the payment of monitors and other teachers in convent schools.

That it is now proposed, not only formally to declare such schools to be entitled to the services of paid monitors, but to provide them when very large and efficiently conducted with pupil teachers paid from the funds of the Board, thus placing them on the same level with those schools in which the national system is fully carried out, and making them in effect substitutes as preliminary places of training for the model schools founded and conducted by the Board.

That memorialists cannot but deprecate in the strongest manner these farther concessions about to be made to convent schools as being at once impolitic and unjust, and directly tending to imperil the existence of the national system.

That memorialists have arrived at this conclusion for the following reasons, which they beg respectfully to submit to your Excellency:

1. Because *any* change of the rules of the national system in a direction opposed to its fundamental principles is not only a breach of faith with the community at large, but being calculated to keep the public mind in a state of uncertainty as to what farther steps may be taken in the same direction, creates a distrust and want of confidence in the system and its administrators, which would prevent many persons from connecting themselves with it, and which may not improbably lead to the withdrawal from it of many who have hitherto been its firm supporters.

2. Because conventual and monastic schools being practically exclusive and denominational, and consequently an obstacle to the extension of the national system, their farther increase is not desirable. It is therefore in memorialists' opinion most unwise to offer them such advantages as tend directly to their increased establishment throughout the country, and thus to the extension *by means of the national system itself* of another system at variance with its principles and objects, a result which seems certain to arise from the grant to convent schools of capitation allowance, free stock, premiums for extras, paid monitors, industrial teachers, pupil teachers, &c.

3. Because where such schools are established, they are used, as your Excellency may by inquiry find, to draw away the pupils from other schools in which the system of the Board is honestly conducted, thus leading to the impoverishment or entire closing up of these latter schools.

4. Because from the hostility exhibited by the Roman Catholic prelates and clergy towards the Training and Model Schools of the Board, and their openly expressed wish to get the training of Roman Catholic teachers into their own hands, there can be little doubt but that an attempt will be made to use the conventual and monastic schools as training schools—an object which the grant of allowances for pupil teachers would greatly facilitate.

5. Because the favour already shown to convent schools having excited the suspicion and jealousy of some to whom similar indulgence has been denied, any extension of exceptional privileges must increase such feelings, and will no doubt be successfully, and with some degree of justice, used as an argument against the national system by many of its opponents.

6. In fine, memorialists object to the proposed alterations, because not only would they continue and greatly extend a system based upon principles inconsistent with those of the national system; but they are of a nature to support and strengthen schools which are openly and without disguise used for the overthrow of others founded by the National Board, and in which its rules and regulations are *bona fide* carried out.

Memorialists, therefore, in assuring your Excellency of their firm attachment to the great principles upon which the National system of Education in Ireland was based, and of their desire to see it conducted impartially and without special favour to any one sect or party more than another, cannot conceal from your Excellency their persuasion that the changes to which they have referred are fraught with danger to the existence of the system; and they, therefore, earnestly entreat your Excellency to use the power and influence belonging to your high office to prevent any encroachment upon those rules of the Education Commissioners, on the faith of which Memorialists connected themselves with the Board in the full belief that its fundamental principles would be steadfastly and in good faith maintained.

And your Memorialists will ever pray.

Signed in the name and by the authority of the Committee,

William M^c Clure,
Minister, First Presbyterian Church, Londonderry;
W. Edwards, A.M.,
Rector of Clonleigh;
Alex. Lindsay,
Mayor of Derry;
} Secretaries.

Londonderry, 12 January 1864.

IV.

COPIES of the REPLIES of the COMMISSIONERS to the RESOLUTIONS and MEMORIALS.

LETTER from the Commissioners of National Education to His Excellency the Lord Lieutenant.

(B. O. 5-2-64.)

My Lord, Office of National Education, 6 February 1864.

Your Excellency's communication of the 23d ult. to the Resident Commissioner, having been submitted to the Board of National Education at the meeting yesterday,

We have now the honour to transmit, by direction of the Commissioners, for the consideration of your Excellency, a paper drawn up by them in explanation of the matter referred to in the communication of the 23d ult.

We are directed to add that, though the Londonderry Memorial alone is explicitly referred to, the Commissioners hope that your Excellency will find in the explanatory document, an answer to all the allegations contained in the Belfast Memorial.

We have, &c.
(signed) *James Kelly*,
William M'Creedy,
Secretaries.

To His Excellency the Lord Lieutenant,
&c. &c. &c.
Dublin Castle.

EXPLANATORY PAPER.

The Londonderry Memorial is entitled to respectful consideration on account of the character of the gentlemen who concurred in it, but it is framed in very strange ignorance of the matters with which it is conversant. The most satisfactory answer to it will be found in a short account of the progress of convent and ordinary schools, and of the rise and progress of the monitorial system.

In 1825, 1st Report, page 88, the Commissioners to enquire into the state of Education in Ireland pronounced a highly favourable opinion on the conduct and efficiency of the convent schools, although they were of opinion that from the manner in which religious instruction and secular instruction were carried on together, they were not well constituted for any system of united instruction. Still it appears from the evidence of Dr. Boyton, before the Lords' Committee of 1837, page 1,271, that the Kildare Place Society gave assistance to monks' and nuns' schools, by grants of books and school requisites, and that they did not consider such grants to involve any violation of their rules.

When, therefore, the National Board of Education was established, it necessarily took into consideration the question whether it was proper to admit convent schools to a participation in its grants, provided that they should agree to observe the rules of the Board.

On consulting Lord Derby, then Mr. Stanley, the Report of 1825 having been fully considered on the occasion, the question was unanimously resolved in the affirmative (*see* Commissioners' Report, 1836, and Report of Commons' Inquiry, 1837, Question 672). Several schools conducted by monks and by nuns, were at once received into conection with the Board, and it appears from the evidence taken before the Committee of the House of Commons in 1837, that there were then 1,200 schools receiving assistance from the Commissioners, of which 26 were conducted by nuns and 18 by monks. Thus the proportion of schools under the management of religious communities, compared with the entire number of schools, was as one in 27. The number of schools now assisted by the Board is 6,200, of which only 133 (or 1 in 46) are under the management of religious bodies.

The evidence given before the same Committee by Mr. Kelly, then the Secretary of the Commissioners, now the Judge of the Admiralty Court, in answer to questions 2,697 and following numbers, proves that convent schools were then entitled to equal assistance from the Commissioners with other schools, and the appendices shew that they then received every kind of assistance that was given to any other schools.

It appears that even grants for building and fitting up school houses were made to them. Eleven building grants, and twenty-nine fitting up grants were altogether made to monks' and nuns' schools. Ten of the building grants were made before the year 1835—(*see* list attached with date of Board's order making the grant in each case).

In the early years of the National system, the salary was awarded to schools of all kinds, on the same system and at the same rate, viz., at the rate of 10 *l.* for every hundred pupils, according to the numbers that were expected to attend.

It is here necessary to notice an inaccuracy in the Memorial. It states "that the rules relating to convent schools, as originally framed, limited the amount of salary awarded to such schools to a capitation allowance, regulated by the average number of children in daily attendance." The above paragraph seems to imply that the capitation allowance originally applied to convent schools *only*, whereas the same principle was originally applied to all schools alike. Next, it states that the capitation allowance was regulated by the average number of children in daily attendance. This was not the case, the capitation allowance was originally regulated by the number of children expected to attend. The Commissioners and the patrons of schools did not then appear to have had their attention directed to the great difference that must exist between the numbers on the rolls, and the numbers in average daily attendance, in all schools in which the education given is nearly gratuitous. When experience proved to them how great this difference always must be, they determined, in future, to regulate the capitation allowance by the average daily attendance.

As this change was found to reduce considerably the allowance which had been promised to the convent schools, the Commissioners of the day felt themselves obliged, in justice, to increase the capitation grant. This was accordingly done, and in 1850 the capitation grant was raised to 15 *l.* for every hundred pupils in average attendance; and again, in 1851, the late Archbishop of Dublin, one of the original Commissioners, being still a member of the Board, it was further increased to 20 *l.* for every hundred in average daily attendance, at which rate it has since remained.

This increase was more apparent than real, as the number of pupils on the rolls is usually more than double the average number in daily attendance, and, therefore, it is doubtful whether in reality the convent schools now receive more than they would be entitled to under the rules that existed up to 1837.

A far different course was in the meantime pursued with regard to ordinary schools. The Commissioners adopted a system of classifying the teachers according to their merits, and of paying them according to their rank in the classifications; and, in order to encourage exertion and reward merit, and to induce it to enter and remain in the service of the State, the rate of payment for teachers of every class has been repeatedly augmented. The Appendix, No. 2, contains the original, and the present, and the intermediate scales of payment. The result (see Appendix, No. 3) is that the sums paid to teachers and assistant teachers in ordinary national schools is three times as great as the capitation grant made for the same purpose in convent schools.

And while, according to the original regulations, the expense to the State of educating a child in a convent school and in an ordinary school would have been exactly the same, the entire average sum now paid for each pupil in an ordinary school is double what her education would cost in a convent school. It is obvious that this system of classification and increased pay to able and deserving teachers must have an immense effect in bringing the first-class ordinary schools more nearly, if not entirely, to an equality in educational excellence and efficiency with the convent schools. This effect would follow, even if the convent schools participated equally in the increase, which they have not done.

But it is said that there is this departure from the original arrangements, as "it was expressly stated (in reference to convent schools) that the salaries of any teachers they might see fit to employ should be defrayed by the community," and it is alleged in the memorial "that for a considerable time past, and in contravention of these rules, large sums have been allocated by the Board to the payment of monitors and other teachers in convent schools." It is evident that the passage cited from the rules refers only to the capitation grant made in lieu of salary to teachers and assistants, for then and at all times, every other kind of aid was equally extended to convent and to ordinary schools. To act in a contrary manner would be equivalent to repelling the convent schools from the national system.

The case of the monitors complained of by the memorialists, offers a fair example of the necessity of granting this aid equally to all classes of schools. The projected establishment of the system of monitors is first announced in the Commissioners' Report of 1843. It was perceived that some system of the kind would be useful or even necessary to prevent the most industrious and intelligent children of the poor from being taken away from the schools, leaving their education unfinished as soon as they became able to earn anything by their labour. A very small sum paid to such children was found sufficient to induce them to remain longer at school, qualifying themselves to act as assistant or principal teachers at a future period, while, in the meantime, their services as monitors gave an ample return for the small salaries which they received from the Board. Without this institution of monitors, it would scarcely have been possible to maintain a supply of competent teachers for the national schools. From the beginning, convent schools, equally with ordinary schools, were permitted to have the assistance of paid monitors. To deny it would be equivalent to an attempt to bribe the most intelligent of their pupils to desert them, and to resort to ordinary schools where the assistance given by the State would enable them to continue their education for a longer period. Thus in 1845, when there were only 85 minitors in all the schools, there were 7, or nearly 1 in 12, to be found in the convent and monastery schools.

Perhaps no part of the system of national education has been more generally popular than the institution of monitors. It is like the foundation of scholarships for the poor. Accordingly, from time to time, increase was made in the number of monitors and in their pay, and in the number of years during which the situation might be held. All these changes applied equally to convent schools.

This system, however, was found to have this imperfection, that there was an interval of about two years in the life of every young person, during which he was too old to be an ordinary monitor, and too young to be accepted by managers as a teacher. To fill up this period a few of the more deserving monitors will be permitted to hold their offices for two years longer, until their age qualifies them to become regular teachers. In relation to the schools in which these elder monitors will be taught, the change is not of much moment, although it is expected to have a most useful effect in keeping up a supply of competent teachers for the Board.

On this point, that is the supply of teachers, there is a confusion in the memorial. It does not distinguish between the training of teachers for classification and their previous general education. The training of teachers will be carried on, as heretofore, entirely at the Central Training Establishment. The district model schools were never intended to be training establishments for teachers, as the memorial seems to suppose. On the other hand, the previous education might always be obtained in any school. The teacher was appointed by the patron, and he was examined as to his competency and fitness for classification without any reference to the place where he had received his education. The district model schools never could keep up an adequate supply of new teachers for the schools under the Board. To keep up the requisite number of teachers, about 700 new teachers must be supplied every year, and of these the district model schools only furnish about 130. It is difficult, therefore, to comprehend how the first-class monitors, now for the first time to be appointed, can supersede any existing agency of the Board. It is unnecessary to repeat the observation, that any assistance given equally to convent and to ordinary schools, tends to the relative advantage of the latter establishments, as their efficiency is most dependent on the amount of pecuniary assistance afforded by the State.

It remains only to refer to the observations made on the language of the rules of 1863. First, in reference to paid monitors allowed to convent schools. The answer is, that they were allowed from the first institution of monitors, and the rule very properly calls attention to that fact. Next, as to the addition of monasteries to the heading of the rule for schools connected with convents.

For the first 23 years of the existence of the National Board, schools connected with convents and with monasteries were treated exactly in the same manner. In the year 1855, for the first time, a limit was placed to their number by declaring that no new schools, taught by monks, shall be taken into connection with the Board; but the existing monks' schools continue to be paid by a capitation allowance, and, therefore, it was clearly an improvement in the rules to express them so that this should be known. It is impossible, with due regard to conciseness, to go further into detail. Enough has been said to show:—

1. That from the first institution of the national system of education, convent schools, monks' schools, and ordinary schools, received equal salary and equal assistance (including even building grants) from the Commissioners, and that this was done with the full knowledge of the public and of Parliament.

2. That the effect of the various changes that have been made from time to time in the salaries to the teachers, is, that the ladies who teach in convent schools (originally paid at the same rate as other teachers) now receive less than one-fourth of the sum paid to the teachers in the highest female schools, in proportion to the number of pupils, and only one-third of the average sum paid to the teachers of all classes.

3. That other kinds of assistance, such as salaries to monitors and industrial teachers, are given in a larger measure to ordinary first-class schools than to convent schools.

4. That the changes made since 1837 have been still more unfavourable to monks' schools, because in ordinary schools male teachers receive higher payment than female teachers of the same rank, and because the Board will not give any assistance to any monks' school which had not been received as a national school before the year 1855.

5. Lastly, that the administration of the national system has never given any undue advantage to convent schools, and that no change has lately, or at any time, been made to give relative advantage to convent over ordinary schools.

If the State should refuse all assistance to convent schools, no material diminution would take place in the number of Roman Catholic females receiving their education there, although the nature and effect of the education, and the feelings of the pupils, might be changed in some respects to the detriment of the State.

Appendix, No 1.

List of Convent and Monk's Schools to which Grants for Building or Fitting Up were made, with the Date of Board's Order making the Grant.

Convent Schools.	Building. £. s. d.	Date of Board's Order.
1. Dundalk (M. & F.)	211 16 4	12 April 1832.
2. Rahoon	100 – –	28 Aug. 1832.
3. Charleville (M. & F.)	324 18 9	25 Oct. 1832.
4. Loughrea	175 – –	14 April 1833.
5. Mullingar	50 – –	30 May 1833.
6. Clane	133 6 8	24 April 1834.
7. King's Inn Street	547 1 2	29 May 1834.
8. Tallow	231 11 8	13 Nov. 1834.
9. Tullamore	245 – –	24 Dec. 1839.

Convent Schools.	Fitting Up. £. s. d.	Date of Board's Order.
1. Carlow	38 6 –	26 Jan. 1832.
2. Killina	72 – –	23 Feb. 1832.
3. Navan	100 – –	8 Mar. 1832.
4. Tullow	20 – –	12 April 1832.
5. Dundalk (M. & F.)	48 – –	12 April 1832.
6. Mill Street	37 10 –	14 June 1862.
7. William Street, North	3 – –	19 Sept. 1832.
8. Dingle (F.)	76 18 –	23 Feb. 1833.
9. Blancherstown	20 – –	9 May, 1833.
10. Mullingar	17 5 8	30 May1 833.
11. Killarney	48 12 2	22 Aug. 1833.
12. Tralee	26 10 –	10 Oct. 1833.
13. Clane	39 6 8	18 June 1835.
14. High Street	12 14 8	3 Sept. 1835.

Convent Schools.	Fitting Up. £. s. d.	Date of Board's Order.
15. Kilkenny	7 10 –	23 Dec. 1836.
16. Miltown	23 16 8	24 Jan. 1839.
17. Airhill	55 – –	2 Jan. 1840.
18. Fermoy	25 – –	27 Jan. 1840.
19. King's Inn Street	20 6 10	22 Feb. 1840.

Monks' Schools.	Building. £. s. d.	Date of Board's Order.
1. Newtown Stackpool	200 – –	22 Feb. 1833.
2. Roundstone	60 – –	4 April 1833.

Monks' Schools.	Fitting Up. £. s. d.	Date of Board's Order.
1. Tuam	30 – –	9 Feb. 1832.
2. Tullow	13 – –	12 April 1832.
3. Kingstown	8 8 –	3 May 1832.
4. Coote Street	3 – –	14 May 1832.
5. Jamestown	13 8 –	13 Dec. 1832.
6. W. J. Stackpool	26 13 4	22 Feb. 1833.
7. Roundstone	9 – –	4 April 1833.
8. Ennistymon	7 6 8	9 July 1835.
9. Killarney	22 3 4	10 Mar. 1838.
10. Millstreet	15 – –	27 Feb. 1838.

Appendix, No. 2.

Different Scales of Salaries enjoyed by Female Teachers since the Establishment of the Board.

	First Class.			Second Class.		Third Class.	
	First Division.	Second Division.	Third Division.	First Division.	Second Division.	First Division.	Second Division.
	£.	£.	£.	£.	£.	£.	£.
1. From 1832 to 1839	Capitation, 10 *l.* per hundred pupils.					—	—
2. From 1839 to 1848	15			12		10	—
3. From 1848 to 1849	24	20	18	15	14	13	12
4. From 1849 to 1852	24	20	18	16	15	14	13
5. From 1852 to 1855	25	22	19	17	16	15	13
6. From 1855 to 1859	36	30	24	22	20	17	15
7. From 1859 to 1860	40	34	28	24	22	18	16
8. Since 1860	42	36	30	26	24	20	16

SUPPLEMENTAL or GOOD SERVICE SALARIES are awarded to a certain number of Female Teachers. The following is the Scale:—

	III¹.	II.	II¹.	I².	I.	I¹.
	£.	£.	£. s.	£. s.	£.	£.
Good Service Salary after 8 years - - - -	2	3	4 –	4 10	6	7
Ditto - - ditto - 12 years - - - -	3	4	5 –	5 10	7	9
Ditto - - ditto - 17 years - - - -	5	6	6 10	7 10	9	11

APPENDIX, No. 3.

Table exhibiting a Comparison as to attendance, cost per pupil, &c., for the year ended 31 December 1862, between

(*a*). All the Departments of Model Schools (49 in number), taught by female teachers.

(*b*). All the ordinary National Schools (1635 in number), taught by female teachers of the different classes.

(*c*). And all the Convent Schools (129 in number).

	Number of Schools.	Pupils on Rolls.		Pupils in daily average Attendance.		Average per Pupil in daily Attendance paid under Respective Heads.				Total per Pupil.
		Total Number on Rolls.	Average per School.	Total Number in Average Attendance.	Average per School.	Salaries to Teachers	Premiums and Gratuities.	Industrial Instruction (Lay Teachers in all cases).	Salaries to Monitors.	
						£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Model Schools - - - -	49	9,598	195·8	4,290	87·5	1 4 6¾	– – 3½	– – 4	– 11 4	1 16 6¼
Ordinary schools taught by Female teachers of: First of first class - -	30	5,182	172·7	2,016	67·2	– 18 1½	– – 9¼	– – 6	– 2 2¼	1 1 7
First class of all grades -	224	34,035	151·9	12,510	55·8	– 15 7¾	– – 8¼	– – 5¼	– 2 9½	– 19 6¾
Second class of all grades -	496	64,329	129·6	23,001	46·5	– 12 7½	– – 4½	– – 7¼	– 1 6¾	– 15 2¼
First and Second of all grades combined.	720	98,364	136·6	35,511	49·3	– 13 8½	– – 5¾	– – 6½	– 1 11¾	– 16 8½
Third class of all grades -	766	82,682	107·9	28,327	37	– 10 10½	– – 2¼	– – 5¼	– – 7¾	– 12 1¾
All classes, together with probationers.	1,635	195,328	118·8	68,868	42·1	– 12 2¼	– – 4	– – 5¾	– 1 4	– 14 4
Convent Schools - - - -	129	68,566	531·5	28,009	217·3	– 4 1	– – 5	– – 3	– 2 5¾	– 7 2¾

Note.—The only payments which the nuns receive themselves are those under the heads salaries to teachers and premiums, *i. e.*, 4 *s.* 1 *d.*, in salaries, and 5 *d.* in premiums, or 4 *s.* 6 *d.* per pupil altogether.

NATIONAL EDUCATION (IRELAND).

COPIES of the whole of the REVISED RULES recently sanctioned by the COMMISSIONERS of NATIONAL EDUCATION; of DISSENTS from or PROTESTS against the Adoption of all or any of the above RULES on the part of any of the COMMISSIONERS of NATIONAL EDUCATION in *Ireland;* and of the MEMORIALS to his Excellency the Lord Lieutenant of *Ireland* against the recent CHANGES in the RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION, and the REPLIES of the Commissioners thereto.

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed,*
18 *March* 1864.

157.

Under 8 *oz.*

NATIONAL EDUCATION (IRELAND.)

RETURN to an Order of the Honourable The House of Commons, dated 18 March 1864;—*for*,

COPY "of any CORRESPONDENCE between the CHIEF SECRETARY for *Ireland*, and the CHIEF COMMISSIONER of NATIONAL EDUCATION in *Ireland*, relative to the recent ALTERATIONS in the RULES of the BOARD."

Office of National Education, Dublin, 23 March 1864.

JAMES KELLY, WILLIAM M'CREEDY, } Secretaries.

I.—LETTER from the Right Honourable Sir *Robert Peel*, Chief Secretary, to Right Honourable *A. Macdonnell.*

Sir, Dublin Castle, 30 January 1864.

THE attention of the Irish Government has been drawn to certain contemplated changes in the fundamental rules of the system of National Education in Ireland, the effects of which will be seriously to imperil the principle upon which the system is based; and I am to remind you, as Resident Commissioner, that the Board of Commissioners, as incorporated by Royal Charter, has no power to change any fundamental rule without the express permission of His Excellency the Lord Lieutenant.

I am, &c.
(signed) *Robert Peel.*

Right Honourable Alexander Macdonnell, &c. &c. &c.

II.—LETTER from Commissioners of National Education to the Right Honourable Sir *Robert Peel*, Chief Secretary.

(1074—64. B. O. 5/2/64.)

Office of National Education, Dublin, 9 February 1864.

Sir,

WE have the honour to inform you that your letter of the 30th ultimo addressed to the Resident Commissioner, in which you refer to certain changes of rules contemplated by the Commissioners of National Education, has been laid before the Board.

We are directed by the Commissioners to state, in reply, that though it seems to them there is nothing in the Charter of Incorporation forbidding the change of any rule of the Board, they are aware that, by one of the rules which were approved of by the Government in 1855, it is provided that the Commissioners are not to change any fundamental rule without the express permission of his Excellency the Lord Lieutenant.

We are directed to state further that, in approving of the recent rules, supposed to be referred to by you, the Commissioners are of opinion that, in so doing, they made no change in any fundamental rule; and they are disposed to think that the Lord Lieutenant—to whom, in answer to his Excellency's letter of the 23d ultimo, they have now forwarded a communication on the subject of these rules—will concur with them in this opinion.

The Commissioners consider that their "fundamental rules," in none of which has any change been made, may be classed as follows:—

1st. Those rules which protect the children from interference with their religious opinions. On the faith of these rules parents send children to the National Schools.

2d. Those rules which entitle the pastors to give religious instruction to children in vested schools.

3d. Those rules which regulate and confirm the rights of the patron, and the succession in case of a vacancy. The grant of land is often given on the faith of these rules.

4th. The rules which give to managers the right to use the schools, or to the public the right to visit them, in order to see that they are properly carried on.

On the other hand, nothing in the nature of an increase of salary, or an expenditure of money, can be considered as involving the change of a fundamental rule. Matters of this nature must be subject to frequent changes; they affect only the taxpayers, who are protected by the necessity, on the part of the Board, of obtaining the consent of the Treasury and of the House of Commons for any alteration in the expenditure.

To illustrate the case of the complaint respecting the creation of the proposed new class of monitors,—

Suppose a private person should bequeath 2,000 *l.* a year, to be paid to first-class monitors, aged from 17 to 19, in convent or other first-class schools: should the Commissioners prohibit the schools from accepting the grant? Surely not; although all the apprehended evils would follow (except the expenditure of public money) which would result from a grant by the Board. But if the existence of those monitors were inconsistent with the fundamental rules, such a class of monitors ought not to be allowed, no matter from what quarter the funds for their maintenance might be provided.

We enclose for your information a copy of the Revised Rules (which have not as yet been issued to the public), and beg to call your attention to Rule 10, Section V., at foot of page 17,* which is as follows:—

"In the case of a few very large and highly efficient schools the Commissioners are prepared to appoint young persons of great merit to act as first-class monitors, with a rate of salary somewhat higher than that of paid monitors of the above grades."

The Commissioners trust that when you now read that passage in their Revised Rules (in which, and which alone, it is alleged that any fundamental change in the national system has been contemplated), you will at once clearly perceive that no change of any fundamental principle of the system will be affected by this new rule, should it be carried into operation, or can have been contemplated by the Commissioners when they framed the proposed regulation.

We have, &c.
(signed) *James Kelly*,
William M'Creedy,
Secretaries.

The Right Hon. Sir Robert Peel, Bart., M.P.,
Chief Secretary.

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* Page 19 of this Return.

Enclosure in II.

RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION in *Ireland.*

(Not yet issued to Managers of National Schools, or to the Public.)

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RULES and Regulations of the Commissioners of National Education in *Ireland.*

PART I.

General Nature of the System of National Education.

I.—*Its Object and Fundamental Principle.*

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting national schools.

3. The Commissioners, by themselves or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their seal.

4. The Commissioners will not change any fundamental rule without the express permission of his Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

II.—*Description of Schools to which the Commissioners grant Aid.*

1. The schools to which the Commissioners grant aid are divided into two classes, viz.: first, vested schools, of which there are two sorts—namely, first, those vested in the Commissioners, and, second, those vested in trustees, for the purpose of being maintained as national schools; secondly, non-vested schools, the property of private individuals. Both these classes of schools are under the control of local patrons or managers.

2. There are also model schools, of which the Commissioners are themselves the patrons, but which are conducted on the same fundamental principles as the ordinary national schools.

3. The Commissioners encourage industrial instruction in national schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needlework in all female schools.

III.—*Use of School-houses.*

1. In non-vested schools the Commissioners do not, in ordinary cases, exercise control over the use of the school-houses on Sundays, or before or after the school hours on the other days of the week; such use being left altogether to the local patrons or managers of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No national school-house shall be employed at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community, or for the celebration or administration of the sacraments or rites of any Church.

3. No aid will be granted to a school *held in a place of worship*; nor will the Commissioners sanction the *transfer* of an existing school to a place of worship, even for a temporary period.

4. When a school-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the school-room and such place of worship.

5. Vested school-houses must be used *exclusively for the education* of the pupils attending them, except on Sundays, when they may be employed for Sunday-schools with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in national school-houses, whether vested or non-vested, nor shall any political business *whatsoever* be transacted therein.

7. When

7. When any school is received by the Commissioners into connexion with them, the inscription "NATIONAL SCHOOL" shall be put up in plain and legible characters on the school-house, or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from the State, a stone is to be introduced into the wall, having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction any inscription containing a title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners do not object to the terms male, female, or infant, or the proper local designation taken from the city, town, parish, street, village, or townland in which the school may be situated, or the name of the founder being included in the inscription.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

IV.—*Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all national schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged that each school shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive or to be present at any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby in effect excluded, directly or indirectly, from the other advantages which the school affords.

3. A public notification of the times for religious instruction must be inserted, in large letters, in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. When the religious instruction comes after the secular, the teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived; and must at the same time put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly, when the school commences with religious instruction, the teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction in any national school, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any national school, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the school-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment during school hours,* simultaneously with religious instruction.

8. In schools towards the building of which the State has contributed, and which are VESTED in trustees for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children, respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the school.

9. In schools NOT VESTED, and which receive no other aid than salary and books, it is for the patrons or managers to determine whether any and (if any) what religious instruction shall be given *in the school-room;* but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

10. The

* The term "school hours" is always to be understood to mean the entire time, in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

10. The reading of the Scriptures, either in the Protestant Authorised or Douay Version, the teaching of catechisms, public prayer, and all other religious exercises come within the rules as to religious instruction.

11. The patrons and managers of *all* national schools have the right to permit the Holy Scriptures (either in the Authorised or Douay Version) to be read at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures in the school-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises may take place at any time before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend), but must not take place *at more than one intermediate* time between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular school business must not be interrupted or suspended by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement or immediately after the close of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, managers, and teachers are not required to *exclude* any children from any religious instruction given in the school; but all children are to have full power to absent themselves or to withdraw from it. If any parents or guardians object to the religious instruction given in a national school, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, managers, and teachers are not to use any means, directly or indirectly, to induce children to attend any religious instruction contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the teacher of any national school attend during the time or times set apart for religious instruction given by such teacher, it shall be the duty of the teacher, on the *first attendance* of every such child during the time for such religious instruction given by such teacher in such school, *forthwith* to notify the same to the parent or guardian of such child, on and by a form to be furnished by the Commissioners.

17. The teachers are required to keep a record of the names of the children to whose parents they have sent the printed form of notification.

18. The registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school-roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

20. In all national schools (except those in which industrial instruction is the *chief* object) there must be literary instruction, for at least *four* hours, upon five days in the week.

21. In industrial schools—that is, in schools where industrial instruction is the *chief* object—the Commissioners require that not less than *two* hours daily shall be devoted to literary instruction.

V.—*Use of Books and Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the patrons or managers of schools intend for the ordinary school business are to be notified to the Commissioners, and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or "Book of Sacred Poetry" being read in any of the national schools, nor do they allow them to be read as part of the ordinary school business (during which all children, of whatever denomination they

they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners probibit the use of these books, except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

First.—That no child whose parent or guardian objects shall be required, directly or indirectly, to be present at such reading.

Second.—That in order that any children whose parents or guardians object may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted, in large letters, in the Time-table of the school; that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire.

Third.—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the school-room.

4. When using the Scripture Lessons the teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school:—

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii. v. 18), even with those of a different religious persuasion.

Our Saviour Christ commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth, but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who when he was reviled reviled not again (1 Pet. ch. ii. v. 23).

6. The use of the tablet, furnished by the Commissioners, containing the Ten Commandments is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common school-books, or in any other book the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VI.—*Management of National Schools.*

1. The local government of the national schools is vested in the local patrons thereof.

2. The Commissioners recognise as the local patron the person who applies in the first instance to place the school in connexion with the Board, unless it be otherwise specified in the application.

3. If a school be under the local management of a school committee, such committee has all the rights of an individual patron.

4. The patron has the right of nominating any fit person to act as his representative in the local management of the school; such representative to be designated the "local manager." The patron may, at any time, resume the direct management of the school, or appoint another local manager. This rule applies equally whether the patronship be vested in one or more individuals.

5. When a school is vested in trustees, they have the right to nominate the local manager.

6. When a school is vested in the Commissioners, the name of the patron or patrons is inserted in the lease.

7. In the case of a vacancy in the patronship by death, the representative of a lay patron, or the successor of a clerical patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the patronship of the school.

8. If a patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases the Commissioners reserve to themselves the power of determining whether the patron, or the person nominated by him either as his successor or as local manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the school be vested or non-vested, the patron, when nominating a local manager, ought to notify to the Commissioners whether or not the person so nominated is to exercise all the rights of patron during the period he acts as manager.

11. When a school is under the control of a committee, or of joint patrons, a "local manager" should be appointed, to correspond with the office, sign documents, &c. &c.

12. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

13. Patrons and managers are permitted to close their respective schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; such periods of closing should be limited to six weeks in the year, including the recognised vacations.

14. Managers of national schools are requested to notify all changes of teachers to the office, and to the inspectors of the respective districts.

VII.—*Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any school, except their own model schools, directly into their own hands, but leave all schools aided by them under the authority of the local patrons or managers, the *inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local patrons or managers of the schools, that *they* may give the requisite orders.

2. The Commissioners require that every national school be inspected by the *inspector of the district* at least three times in each year.

3. The *district inspector*, after each inspection, is to communicate with the local patron or manager, for the purpose of affording information concerning the general state of the school, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions the inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local patrons or managers as will facilitate the attendance of the parents of the children and other persons interested in the welfare of the schools.

5. The inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school.

6. When applications for aid are referred to the district inspector, he is to have an interview with the applicant, and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what objections thereto.

7. The inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a national school, or the general business of the Commissioners, without their direction.

VIII.—*Admission of Visitors.*

1. The public, generally, must have free access to every national school (whether vested or non-vested) during the hours devoted to secular instruction, not to take part in the ordinary business, or to interrupt it, but, as visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all teachers of national schools, and are to have free access to the school-rooms, and full liberty to examine the registers, daily report books, and class-rolls; to observe what books are in the hands of the children or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business.

3. Should any visitors wish for information which they cannot obtain by such an inspection, it is the duty of the teachers to refer them to the patron or manager of the school for such information.

4. As the religious instruction of the children given in the school-room is under the control of the clergyman or lay person communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any visitor, whether clergyman or other person, to interfere therewith, or to be present thereat.

5. The Commissioners require that a copy of PART I, with selections from other parts, of these, their rules, on a form furnished by them, shall be suspended in every national school-room.

PART II.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

I.—*Kinds of Aid.*

1. The Commissioners of National Education award aid under two general heads, viz. :—

First.—Towards building school-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of teachers, supply of books, &c., as hereafter explained.

Secondly.—Towards the support and maintenance of schools established without any assistance from the public funds for the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves in all cases, in vested as well as in non-vested schools, the right to withdraw any grant of salary or books, whenever they see fit.

II.—*Towards Building School-houses (Vested).*

1. Before any grant is made towards building a school-house, the Commissioners are to be satisfied that a necessity exists for such a school; that an eligible site has been procured; that a satisfactory lease of the site will be executed either to trustees, for the purposes of national education, or to the Commissioners in their corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site for a school be in a rural district, and be within three statute miles of a school-house erected with aid from the State, no grant will be made, except under special circumstances.

3. In a rural district, the site should contain one rood. In a town district, the site for a single school should be 100 feet in front, and 80 feet from front to rear; and for a double school, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water.

4. Although the Commissioners do not refuse aid towards the erection of school-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that before church, chapel, or meeting-house ground be selected as the site of a school-house, ***strict*** inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

5. The school premises must be vested in the Commissioners, or in trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

6. The lease must be prepared in the office; the expense to be borne by the Commissioners of National Education.

7. The Commissioners will cause to be kept in repair the school-house and furniture, where the premises are vested in them in their corporate capacity.

8. When the school premises have been vested in trustees, for the purposes of national education, it devolves on the trustees to keep the house, furniture, &c., in repair.

9. When grants are voted towards the building, &c., of a school-house, the conveyance must be duly executed *before the works are commenced.*

10. No grant can be approved until the district inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the law adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

11. The Commissioners determine, from the information afforded them, what amount of school accommodation should be provided in the proposed building.

The following is the scale of grants for the erection of school-houses, whether vested in Trustees or in the Commissioners.

Class of School.	Number of Children to be Accommodated.	Total Estimated Cost, including School Furniture and Out-offices.	Board's Grant.	Description of School.
		£. s. d.	£. s. d.	
1	60	207 – –	138 – –	Single school-room.
2	75	225 – –	150 – –	Ditto.
3	100	255 – –	170 – –	Ditto.
4	120	306 – –	204 – –	Ditto.
5	150	416 5 –	277 10 –	Two rooms on ground.
5 A	150	360 – –	240 – –	Two rooms, one over the other.
6	200	487 10 –	325 – –	Two rooms on ground.
6 A	200	435 – –	290 – –	Two rooms, one over the other,

Note.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided—

(*a.*) That the general conditions already specified with regard to building grants be complied with.

(*b.*) That the erection of such *exceptional* class of building shall not cost more than 100*l.*

(*c.*) That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

13. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

14. The Commissioners do not sanction grants for the ornamenting of school-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the teachers.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into school-houses.

III.—*Towards support of Schools previously established* (*Non-Vested.*)

1. The aid granted to schools previously established is limited to salary and books, and the benefits of inspection and training.

2. The Commissioners do not contribute towards repairs, fittings, or furniture; or to the rent of the school-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the school will be efficiently and permanently supported; that some local provision will be made in aid of the teacher's salary, in addition to the school fees; that the school-house is in good repair and provided with a sufficient quantity of suitable furniture; that a competent teacher has been appointed; and that the school is in operation.

4. Before the Commissioners consider any application for aid, they require, from the inspector of the district, a report upon all the circumstances of the case.

5. To entitle a school to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the school conducted in all respects in a satisfactory

satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear, from the records of the school, that there is a sufficient average daily attendance of pupils.

6. In mixed schools, *i.e.*, schools in which male and female children are taught in the same room, the teacher may be either male or female, as the circumstances of the school may require; but when a mixed school has been received into connexion, by the Commissioners, under a male or a female teacher, the Commissioners will not sanction the appointment of a teacher of a different sex, unless previous application be made to them to sanction such change.

7. When a school has been taken into connexion, as a school for males or for females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

PART III.

Different Classes of National Schools.

I.—*District and Minor Model Schools.*

1. District and minor model schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of model schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of teacher.

3. In district and minor model schools, the Commissioners appoint and dismiss, of their own authority, the teachers and other officers; regulate the course of instruction, and exercise all the rights of patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the model schools have farms attached to them, for the purpose of affording instruction in agriculture.

II. *Ordinary Literary Schools.*

1. Such schools may be established either with aid from the state, or by local provision solely.

2. In vested schools, the local expenditure need only be one-third of the expense, and the teachers' salaries are supplemented by the Commissioners.

3. In non-vested schools, the State assistance is limited to salary and books, and the benefits of inspection and training.

III.—*Agricultural Schools.*

1. To schools of this description farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.

2. Agricultural schools of every class must have a literary department annexed to them, conducted on the principles of ordinary national schools.

3. Agricultural schools consist of two classes, those connected with school farms of the first class, and those connected with ordinary school farms.

4. School farms are further subdivided into two classes, viz., those under the exclusive control of the Commissioners, and those under local patrons.

5. In all schools connected with school farms of the first class, the Commissioners will grant salary to a teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

A.—*School Farms of the First Class under the exclusive control of the Commissioners.**

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c. &c.

3. A farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of patrons, as in the case of district and minor model schools.

5. The Commissioners admit into these schools a limited number of free, and also of paying resident agricultural pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

B.—*School Farms of the First Class under Local Patrons.*

1. Where the Premises are Vested.

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners, or in trustees, at a moderate rent, and on a satisfactory lease.

3. The only aid granted by the Commissioners towards the *maintenance* of such schools, consists of salary to the master (who must be competent to conduct both the literary and agricultural departments), a sum towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. Where the Premises are Non-vested.

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners, besides salary to the master, contribute also towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

C.—*Ordinary Agricultural Schools.*

1. This class of schools consists of ordinary national schools (either vested or non-vested), to which a small farm (from one to three acres), is annexed. The teacher must be competent to give instruction both in the theory and practice of agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition to the class salary of the teacher, and in some special cases, a small weekly payment to an industrial class of pupils.

3. To entitle a school to such aid, the Commissioners require to be satisfied, from the reports of the agricultural inspectors, that the agricultural department is efficiently conducted.

D.—*School Gardens.*

The Commissioners award gratuities, on the recommendation of the agricultural inspectors, to the teachers of national schools, who exhibit the best specimens of garden culture, on ground attached to their respective schools, the ground to be cultivated by the pupils.

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* The Commissioners have, for the present, ceased to take into connection school farms of the first class.

IV.—*Industrial Schools.*

1. In these schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the teachers, on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That, in addition to the literary teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay teachers are entitled to a salary from the Commissioners, for conducting an industrial department in connexion with a *convent school.*

3. The amount of salary will depend upon the circumstances of each case.

V.—*Convent Schools.*

1. Convent schools receive aid under the conditions applicable to non-vested schools; and they are subject to the same rules and regulations.

2. The members of the community may discharge the office of literary teachers, either by themselves, or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community, except in the case of monitors.

3. The amount of salary awarded to convent schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one school only* in *connexion with the same* convent.

VI.—*Workhouse Schools.*

1. Such schools are received into connexion, and grants of books made to them, on condition that they shall be subject to inspection by the Commissioners or their officers, and that all the rules of the Board applicable to non-vested schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the teachers of workhouse schools in each district, on the recommendation of the inspector.

VII.—*Schools attached to Prisons, Asylums, &c.*

Such schools are received into connexion upon the same general principles as the workhouse schools, and grants of books are made to them. In special cases gratuities are awarded to the teachers.

VIII.—*Evening Schools.*

The Commissioners grant aid towards the support of evening schools, where the wants of the locality render such institutions desirable. The aid is limited to salary, books, and inspection.

PART IV.

Teachers.

I.—*Their Qualifications and Duties.*

1. National teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which patrons of schools, when making choice of teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or member of any religious order, can be recognised as the teacher of a national school. This does not apply to the teachers of convent

schools, nor to those of any monastery schools which have been at any time previously in connexion with the Board.

3. Teachers of national schools are not permitted to carry on or engage in any business or occupation that will impede or interfere with their usefulness as teachers. They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors.

4. Every teacher is required to have his Daily Report Book lying upon his desk, that visitors may, if they choose, enter remarks in it. Such remarks as may be made the teachers are by no means to alter or erase; and the inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed, and another provided: in non-vested schools the grant of salary will be withheld until a suitable teacher be procured. Teachers are also liable to be fined, depressed, or suspended at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

6. Teachers whose schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who from any other cause may seem to merit punishment, may be fined, depressed, or deprived of salary.

7. All teachers *newly appointed* to national schools who, after examination by the inspectors, may be found wholly unqualified must be removed, such teachers not being *entitled* to any salary from the Commissioners until examined and pronounced competent.

8. If a teacher who has been dismissed from a national school for any cause be appointed to another national school, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such teacher.

9. No teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.

10. If a teacher who has been a considerable period out of the service of the Board shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such teacher shall retain the class he was in previous to quitting the service of the Board.

11. The Commissioners regard the attendance of any of the teachers at meetings held for *political purposes*, or their taking part in elections for members of Parliament, or for poor-law guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

12. Teachers, to be eligible for entering the service of the Board, must, if males, have completed their 17th year, and if females their 16th.

13. No assistant teachers will be recognised whose qualifications are not at lest equal to those required of probationers.

14. The same rule as to age applies to assistant as to principal teachers.

15. The Commissioners will not grant a salary to an assistant teacher in a boys' school in which there is not an average daily attendance of at least 60 pupils; but in the case of girls' schools or mixed schools (that is, schools attended by both sexes), salary may be obtained for an assistant when the attendance shall have maintained itself at an average of at least 50.

16. In mixed schools, presided over by a master, it is desirable, where the attendance warrants it, that a female assistant should be selected.

17. The Commissioners will not grant salary to workmistresses in mixed schools, unless there be an average daily attendance of at least 45 pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

18. If any workmistress whose appointment has been sanctioned by the Commissioners be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the district inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "probationers."

19. In schools attended by female children only, under the care of a female teacher, such teacher must be competent not only to conduct the literary department, but also to give instruction in needlework; but if the average daily attendance amount to 45, application may be made for a grant of salary to a workmistress to take charge of the industrial department, which, however, must be superintended by the principal teacher, who will be held responsible for its efficient management.

20. The following practical rules are to be strictly observed by the teachers of national schools:—

I. To keep at least one copy of the *general lesson* suspended conspicuously in the school-room, and to inculcate the principles contained in it on the minds of their pupils. This should be done at the time of combined ordinary instruction.

II. To

II. To exclude from the school, except at the hours set apart for religious instruction, all Catechisms and books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings, but above all, *political* meetings of every kind; to abstain from controversy; and to do nothing, either in or out of school, which might have a tendency to confine it to any one denomination of children.

IV. To keep the register, report book, and class-rolls accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the two latter, before *noon* each day, the number of children in actual attendance.

V. To classify the children according to the national school books; to study these books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each class respectively in the *programme of instruction for national schools.*

VI. To observe themselves, and to impress upon the minds of their pupils, the great rule of regularity and order: A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, *cleanliness, neatness,* and *decency:* to effect this, the teachers should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They should also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, should be swept and dusted every *evening,* and whitewashed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their pupils; and to omit no opportunity of inculcating the principles of *truth* and *honesty,* the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the report book of the school the weekly receipts of school fees, and the amount of all grants made by the Board, as well as the purposes for which they were made: whether in the way of premiums, salaries to teachers, or payments to monitors or workmistresses; also school requisites, whether free-stock, or purchased at the reduced prices.

XII. To take strict care of the *free stock* of books granted by the Board, and to endeavour to keep the school constantly supplied with the national school books and requisites, for sale to the children, at the reduced prices charged by the Commissioners; also to preserve, for the information of the inspectors, the invoices of free-stock or purchased requisites, which will be enclosed with the grant.

XIII. Should it be intended to close a school for a time not included in the recognised vacations, notice should be given some days previously to the inspector; and when a teacher is summoned for training, and means to obey the summons, or intends resigning or removing to another school, he should intimate his intention to the inspector a month, at least, before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the premises, free-stock, school accounts, &c. &c.

XIV. To attend to the ventilation of the school:—I. Immediately after entering the room in the morning; II. At the time of roll-call; III. About an hour before the school breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough air through the room.

21. In cases of illness, and upon medical certificates being submitted, the Commissioners allow to principal teachers, or assistants, *one* month's leave of absence from school-duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months.

II.—*Training of Teachers.*

1. The Commissioners have provided a normal establishment in Dublin, for training teachers, and educating persons who are intended to undertake the charge of schools.

2. Teachers selected by the Commissioners for admission to the normal establishment must produce a certificate of good character; also a certificate, from a member of the medical profession, that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the books published by the Commissioners. They are boarded and lodged at the establishments provided by the Commissioners; and arrangements are made for their receiving religious instruction from their respective pastors, who may attend at the normal establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

3. During the absence of the recognised teacher, a temporary teacher must be provided to take charge of the school, who is to be paid a portion of the salary falling due to the recognised teacher, during such teacher's attendance at the normal establishment.

4. Should any teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will not be received or allowed any travelling expenses. No teacher can be admitted who has not had the smallpox, or been vaccinated.

5. The teachers trained in the normal institution are divided into three classes, namely:—

First. The general or ordinary class, composed of teachers (males or females) of national schools, who have been recommended by the district or head inspectors as eligible candidates for training.

Second. The special or extra training class, composed chiefly of teachers (males or females) who have been selected from the ordinary or general class for additional training.

Third. The candidate or *extern* class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as teachers. The candidates admitted to this class are permitted to attend, without any charge, the model schools and the lectures of the professors; and at the end of the course they are examined and classed as teachers, according to their merits and qualifications. Permission is also given to teachers of schools not connected with the Board to attend the model schools as *auditors* or *visitors*, for any period that may suit their own convenience.

6. No teachers can be admitted to the general or ordinary class but those who have succeeded in obtaining classification after examination by a Board of Inspectors, or who may be *specially* recommended by the inspectors or professors.

III.—*Classification of Teachers, &c.*

1. All national teachers are either "classed teachers" or "probationers." The former are divided into three classes.

The class in which teachers are ranked, depends (I.) upon their qualifications, as determined after examination by the professors or by the inspectors; and (II.) on their proved capacity and efficiency as conductors of schools.

All teachers on first entering the service of the Board, or who have not been classed, are termed probationers.

2. Besides the principal and assistant teachers, included under the foregoing heads, there are junior, literary, and industrial assistant teachers, teachers of needlework, pupil-teachers, and paid monitors.

3. The Commissioners have determined upon a course of study for each class, in which the teachers are to be examined, as one of the tests of their fitness for promotion.

4. Every national teacher will be furnished, on application to the district inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

5. Teachers already classed are to be admitted to examination, with a view to promotion, only on the recommendation of the district inspector; and no one on whose school a decidedly unfavourable report has been made within the previous year is to be admitted.

6. (*a*). Teachers will not be eligible for promotion unless, in addition to satisfactory answering in the course prescribed for the class to which they aspire, it appears from the reports of the respective district inspectors that the schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their classes are taught according to the *Programme of Instruction for Schools*; that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of reading, spelling, writing, and arithmetic, are possessed of a respectable amount of knowledge in grammar and geography, and able to write from dictation ordinary sentences with readiness and correctness. In female schools it will be further requisite that instruction in plain needlework (including sewing, knitting, and cutting-out), be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

(*b*). It must also appear, from the reports of the inspectors, that the school accounts have been regularly and correctly kept; that the school premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them; and that an adequate supply of *Sale Stock* of lesson-books and other necessary school requisites has been regularly kept up.

(*c*). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

7. All teachers who have not been classed will be paid as probationers, until they be classed at the first examination to which they shall have been summoned. Those who then obtain classification will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All

8. All teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the 1st of April of the year in which they offer themselves for such subsequent examination.

9. Teachers who, after their first examination, have been retained on trial as probationers, if not recommended for promotion by the head or district inspectors at the next ensuing examination, cannot be continued in the service of the Board.

10. Classed teachers who may offer for re-classification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

11. The pupil teachers of district model schools, on taking charge of national schools after the completion of their course of training, shall, if not already classed, rank as third-class teachers (provided they be deemed qualified for that class by the head inspector) until they shall have been classed at the first examination held after their appointment, in the district in which their schools are situated—when they will be paid according to their classification, from the date of their appointment.

12. All teachers must remain *at least* one year in a lower *division* of any class, before they are eligible for promotion to a higher division; and they must remain *at least* two years in a lower *class* before they can be promoted to a higher class. These conditions, however, being fulfilled, teachers of superior attainments, and of eminent usefulness, may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

13. This regulation does not apply to teachers who may be promoted on the recommendation of the professors at the termination of their course of training.

14. No teachers can be raised to any division of the first class unless they shall have been trained at the normal school of the Commissioners.

15. Teachers who may have absented themselves from the examinations of previous years, without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned.

16. All teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

IV.—*Salaries (Ordinary National Schools).*

1. The Commissioners grant salaries to teachers of national schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers.		Males.	Females.
		£.	£.
First Class	1st Division	52	42
	2nd „	44	36
	3rd „	38	30
Second Class	1st Division	32	26
	2nd „	28	24
Third Class	1st Division	24	20
	2nd „	18	16
Probationers		15	14

(*a*). As a general rule, a school to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(*b*). Teachers cannot be admitted to the enjoyment of first-class salary, nor allowed to continue in its enjoyment, unless their schools command an average daily attendance of 35 pupils.

(*c*). Should schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their teachers will be paid according to the provisions of the modified scale given below.

(*d*). But as regards the schools placed in connexion with the Board *before* the close of October 1860, in every case where the attendance shall appear to be diminished by the admission of new schools, the Commissioners will not make any reduction of salary on the *first* occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such *first* occasion, fall below the required *minimum*.

(*e*). And in the case of schools taken into connexion *since* October 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the *next* quarter subsequent to that in which it first occurs, should the decrease re-appear.

Assistant Teachers.	Males.	Females.
	£.	£.
Unclassed	15	14
If classed 3^2	18	16
If classed 3^1, or higher	24	20
Junior Literary and Industrial Assistants		14
Workmistresses		8

2. To entitle a school to the services of an assistant, the school, if for boys only, must have an average daily attendance of at least 60; but if for girls only, or if a mixed school, an average of 50 will suffice. While, however, the average daily attendance in such schools respectively, remains under 65 and 55, no higher salary than that of III^2 can be awarded.

3. In mixed schools presided over by a master, the assistant should be a female.

4. To entitle an assistant to the salary of III^1, the school, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55.

5. In schools where the average attendance amounts to 110, salary of classification, up to 2^1, will be allowed to the first or senior assistant.

6. To entitle a girls' school, or a mixed school, presided over by a master, to the services of a workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of mixed schools, 20 at least must be girls. The same rule applies to junior literary and industrial assistants in such schools.

7. The Commissioners in certain cases are prepared to act on the following modification of the above scale of salaries provided for Principal teachers.

I. *Attendance under* 15 *Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principles and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed inspection, books, and apparatus, under existing regulations. The teachers will be eligible for training, and their service, from their connexion with the Board, will count to their credit in respect to the supplemental salaries, retiring allowances, &c., should their schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance* 15 *but under* 20 *Pupils.*—When the average daily attendance is 15, but under 20, in addition, to inspection, books, &c., and training, the Commissioners will make an award of salary to the teacher, to the amount of two-thirds of a Probationer's salary.

III. *Attendance* 20 *but under* 25.—When the average daily attendance is 20, but under 25, the full salary of a Probationer, but no more, will be awarded to the teacher.

IV. *Attendance* 25 *but under* 30.—When the average daily attendance is 25, but under 30, salary as high as that of first division of third class, but no higher, will be awarded to the teacher, should his qualifications in other respects entitle him to such classification.

Note.—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing national school; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of schools in any district, and will require as a condition of this modified aid that the managers of such schools shall be either clergymen or other persons of good position in society.

8. The Commissioners are anxious that a further income be secured to the teacher, either by local subscription or school-fees, and they require that the payments made by the children shall not be diminished in consequence of any increase of salary, which may be awarded to the teacher.

V.—*Paid Monitors—Their Salaries, &c.*

Junior Monitors.		*Senior Monitors.*	
For the first year	2 *l.*	For the first year	5 *l.*
For the second year	3 *l.*	For the second year	6 *l.*
For the third year	4 *l.*	For the third year	8 *l.*
		For the fourth year	10 *l.*

1. No school whose teacher does not rank at least in 3^1 class can get the benefit of the services of a junior monitor; nor can any school whose teacher ranks not at least in 2^2 class, be allowed the services of a senior monitor.

2. The paid monitors are selected from among the best pupils in the national schools of each district, and are appointed by the Commissioners upon the recommendation of the district inspectors.

3. No manager of a national school is obliged to employ a paid monitor, nor will such be appointed without his approval.

4. The

4. The appointment of a junior paid monitor cannot be held for a longer period than THREE YEARS, nor that of a senior paid monitor for more than FOUR YEARS, at the expiration of which periods respectively the salary will be discontinued.

5. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable.

6. The Commissioners select (on the recommendation of the inspectors) the schools in which the services of paid monitors may be employed.

7. When a vacancy in a monitorship occurs, whether before or after the expiration of a monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same school.

8. The programme of the course of study for paid monitors can be obtained on application to the district inspector.

9. Paid monitors who have completed their course in a satisfactory manner, are eligible, on examination by the inspectors, to offer as candidates for assistant teacherships, or for pupil-teacherships in district model schools.

10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as first-class monitors, with a rate of salary somewhat higher than that of paid monitors of the above grades.

VI.—*Salaries, &c., to other than Ordinary National Schools.*

A.—*Evening Schools.*

The Commissioners grant salaries, generally amounting to 5 *l.* a-year, to teachers of evening schools, for every 25 pupils in average attendance.

B.—*Schools connected with School Farms of the First Class, under the exclusive control of the Board.*

Teachers of this class of schools receive such amount of salary as the Commissioners deem sufficient, according to the circumstances of each case.

C.—*Schools connected with School Farms of the First Class under Local Patrons.*

Masters of this class of schools, competent to conduct both the literary and agricultural departments, receive 10 *l.* per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of 30 *l.* per annum, the difference will be granted to them, so that, in all cases, such teachers shall have secured to them for their *combined* services a salary of 30 *l.* a-year at least.

D.—*Schools connected with Ordinary School Farms.*

Masters of such schools receive 5 *l.* per annum in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

E.—*Industrial Schools.*

In national schools, where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

F.—*Schools connected with Convents and Monasteries.*

1. In schools of this description, salary is paid according to a per-centage on the average daily attendance:—

Average Attendance.	Salary.	Average Attendance.	Salary.
	£. s. d.		£ s. d.
30 to 50 - -	10 – –	301 to 325 - -	64 5 –
51 „ 75 - -	15 – –	326 „ 350 - -	68 10 –
76 „ 100 - -	20 – –	351 „ 375 - -	72 15 –
101 „ 125 - -	25 – –	376 „ 400 - -	77 – –
126 „ 150 - -	30 – –	401 „ 425 - -	81 5 –
151 „ 175 - -	35 – –	426 „ 450 - -	85 10 –
176 „ 200 - -	40 – –	451 „ 475 - -	89 15 –
201 „ 225 - -	45 – –	476 „ 500 - -	94 – –
226 „ 250 - -	50 – –	501 „ 525 - -	98 5 –
251 „ 275 - -	55 – –	526 „ 550 - -	102 10 –
276 „ 300 - -	60 – –	551 „ 575 - -	106 15 –
		576 „ 600 - -	111 – –

Increase at 20 *l.* per cent. — Increase at 17 *l.* per cent.

601 upwards, increase at 15 *l.* per cent.

2. As the amount of salary to schools of this class will in all cases depend upon the average daily attendance of pupils, managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

3. Schools of this class are entitled to the services of paid monitors.

G.—*Model Schools.*

(*a*). Scale of Salaries to Head Masters and Mistresses of Model Schools.

1. The head master to receive 60 *l.* per annum, and after the completion of three years' service to rise by 5 *l.* per annum, until the salary amount to 100 *l.*, should he be reported faithful and efficient in the discharge of his duties.*

2. The head mistress to receive 55 *l.*† per annum, and after three years' service to rise by 2 *l.* 10 *s.* per annum, on the same condition as in the case of males, until the salary amount to 75 *l.* a-year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

(*b*). Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.

1. An assistant master to receive his class salary, a supplemental salary of 16 *l.* per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of 12 *l.* per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the report of the head and district inspectors.

(*c*). Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.

1. The head master or mistress to be allowed 10 *l.* annually, but to be paid for teaching only *one* of these subjects.

2. The assistant master or mistress to be allowed for—

	£.
Singing	8
Drawing	8
When both are taught	12
And an assistant master, for teaching physical science	8

3. When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more than *two* of these extra branches are to be taken by the same assistant), a sum of 12 *l.* annually to be granted to him.

4. If in the case of singing or drawing, the instructions of the teacher, principal or assistant, are confined to one department of the school, as the boys' or girls', but half the assigned rate of payment is allowed.

5. These allowances to be contingent upon the report of the head and district inspectors.

(*d*). Paid Monitors and Pupil Teachers in Model Schools.

1. Monitors are allowed for the—

	£.
First year	6
Second year	8
Third year	10
Fourth year	12

2. In the case of pupil teachers resident in the house, an allowance at the rate of 20 *l.* a-year is granted to the master for the board, &c., of each.

3. Extern pupil teachers are allowed at the rate of 20 *l.* a-year each, in lieu of board, &c.

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* In case of head masters of model schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.

† This includes 20 *l.* a-year for lodging allowance.

(*e*). Gratuities to Pupil Teachers and paid Monitors in Model Schools.

1. An annual gratuity not exceeding 30*s*. may be awarded to pupil teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil teachers who may be retained for training beyond their first year will be allowed a gratuity of 30*s*. a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the head and district inspectors.

H.—*Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (40 males and 40 females) of the teachers of the workhouse schools, in connexion with the National Board, who shall be recommended by the district inspectors.

The gratuities are divided into two classes:

For male teachers	-	First class	-	20 at the rate of 6*l*.	a-year each.	
„	-	Second class	-	20 „	4*l*.	„
For female teachers	-	First class	-	20 „	5*l*.	„
„	-	Second class	-	20 „	3*l*.	„

2. The awards are made half-yearly, for the periods ending 31st March and 30th September.

3. It is to be understood that such gratuities are given in *addition* to the salaries paid to the teachers of workhouse schools under the provisions of the Poor Law Act.

4. No teacher is precluded from receiving the gratuity two or more half-years in succession, if recommended by the district inspector as deserving of it; but a teacher having received a gratuity for one half-year, is not thereby *entitled* to the payment of another for the succeeding half-year.

5. If the local guardians know any just cause for withholding the gratuity from the teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

6. The teachers of workhouse national schools are also eligible to receive the gratuity for instructing pupils in vocal music.

VII.—*Gratuities, &c., to Teachers of ordinary National Schools.*

A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of 22*l*. 10*s*. will be allocated to each of the school districts, and divided into 13 premiums.

	£.	*s*.	*d*.
One of 4*l*.	4	–	–
Two of 3*l*.	6	–	–
Five of 1*l*. 10*s*.	7	10	–
Five of 1*l*.	5	–	–

2. These premiums are awarded ANNUALLY, on the recommendation of the district inspector, at the expiration of the year.

3. No teacher is eligible for this premium for more than two years in succession, or who shall be in receipt of good-service salary.

4. These premiums will be awarded to teachers of all classes, provided the average attendance in each case shall not fall below that required for salary of Teacher's Class, but none will be deemed eligible to receive such premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose schools are not conducted in all respects in a satisfactory manner.

5. If the patron or manager of a national school knows any just cause for withholding the premium from the teacher, he is to return the receipt unsigned, and state his reasons for so doing.

B.—*Supplemental or Good Service Salaries.*

1. Supplemental or good-service salaries are awarded to a certain number of teachers of national schools on the recommendation of the head and district inspectors, subject to the following conditions:—

(*a*). That the teacher ranks not lower than first division of third class.

(*b*). That the average attendance at his school amounts to 35 at least.

(*c*). That the teacher has given not less than eight years' service under the Board, period of service to be reckoned from the date from which salary as a classed teacher was first paid.

2. No teacher to be eligible for such supplemental salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of schoolkeeping.

3. Any teacher to whom such good-service salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of 35 pupils, shall thereby forfeit such supplemental salary.

4. Teachers in receipt of good-service salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of good-service salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

MALES.						FEMALES.					
Of Class	After Good Service of					Of Class	After Good Service of				
	8 Years.		12 Years.		17 Years.		8 Years.		12 Years.		17 Years.
	£. s. d.		£. s. d.		£. s. d.		£. s. d.		£. s. d.		£. s. d.
III[1]	3 – –		4 – –		6 – –	III[1]	2 – –		3 – –		5 – –
II[2]	4 – –		5 – –		7 – –	II[2]	3 – –		4 – –		6 – –
II[1]	5 – –		6 – –		8 – –	II[1]	4 – –		5 – –		6 10 –
I[3]	6 – –		7 10 –		9 10 –	I[3]	4 10 –		5 10 –		7 10 –
I[2]	7 – –		8 10 –		11 – –	I[2]	6 – –		7 – –		9 – –
I[1]	8 – –		11 – –		13 – –	I[1]	7 – –		9 – –		11 – –

C.—*Allowances for teaching Vocal Music, Drawing, and Navigation.*

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from 2*l.* to 5*l.* a year, according to the number under instruction, and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a school of Art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from 3*l.* to 10*l.*, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of convent schools on the same conditions as in the case of ordinary schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a national school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of 5*l.* for an attendance of six pupils, and 10*l.* for an attendance of 12 or more.

D.—*Gratuities for Instructing Paid Monitors.**

		£.	s.	d.
Senior Monitors,	For each monitor of first year, a gratuity of	1	–	–
	ditto of second year ditto	1	10	–
	ditto of third or fourth year, do.	3	–	–
Junior Monitors,	For each junior monitor a gratuity of - -	1	–	–

* Teachers of model schools are excluded from obtaining this class of gratuities.

E.—*Gratuities for Extra Instruction to Unpaid Monitors.**

1. A gratuity not exceeding *four pounds* may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by the inspector or organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this, or the preceding head, unless the answering of the monitors be satisfactory, and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

F.—*Gratuities for preparing Young Persons for the Office of Teacher.**

1. For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than 2*l.*, and not more than 3*l.*; but in no year is the amount to exceed 15*l.* to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years, immediately preceding his or her appointment as a teacher.

(*b*). That the district inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

(*c*). That the head inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(*d*). That not more than 12 months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

G.—*Gratuities for Preparing Young Persons for the office of Pupil-Teacher in Model Schools.**

1. A gratuity, not exceeding 2*l.*, may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the model schools.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(*b*). That the district inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(*c*). That the head inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

H.—*Retiring Gratuities.*

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

PART V.

Supplies of Books, School Requisites, and Apparatus.

I.—*Nature and Extent of Grants, and Conditions on which made.*

1. The Commissioners furnish gratuitously to each school a first stock of school requisites, in proportion to the attendance of children. These requisites are to be kept as a school stock, for which the master or mistress is held responsible, and are on no account to be sold or taken out of the school.

2. The funds of the Commissioners do not enable them to give a free stock sufficiently large for the entire wants of the school. Any additional maps, stationery, slates, clocks, and other requisites, must, as required from time to time, be purchased at reduced rates.

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* Teachers of model schools are excluded from obtaining this class of gratuities.

A.—*Free Stock.*

The value of the grant of free stock is regulated by the average daily attendance of pupils, as ascertained from the reports of the inspectors. The managers of schools have the privilege of selecting their grants of free stock from the following list, being at liberty to choose such of them as they most approve of, and to omit any to which they object:—

Slates, Large.
Ditto, Small, ruled.
Slate Pencil Holders.
Inkstands.
Paterson's Sheet of Illustrations to Zoology, No. 1.
Ditto - - - - ditto - - - - No. 2.
One Set Tablet Lessons, Arithmetic, 60 sheets, mounted on 30 Pasteboards.
Ditto - ditto - Spelling and Reading, pt. 1, 34 sheets mounted on 17 Pasteboards.
One Set of Copy Lines, mounted.
Thirty-hour American Clock, in case.
Professor Sullivan's English Dictionary.
Fleming's Atlas (Outline Maps).
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Education.
Young's Infant School Manual.

Large Maps:

Map of the World.
„ Ancient World.
„ Europe.
„ Asia.
„ Africa.
„ America.
„ United States.
Map of Australia.
„ British Isles.
„ England.
„ Scotland.
„ Ireland.
„ Palestine.

Johnston's School and Family Maps—size 23 by 27 inches, on rollers, varnished:—

Eastern Hemisphere.
Western - ditto.
England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Canaan and Palestine.
Chart of the World.
Geographical Terms.
United States and Canada.
Chronological Chart of Ancient History.

*** These Maps are of the same character as the large Maps, but being smaller, may be more convenient to many Schools.

Physical Map of the World.
Physical Map of Europe, with book.

Betts' Educational Maps; size, 23 by 26 inches, on rollers, varnished—

England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Australia.
Palestine.
Eastern Hemisphere.
Western ditto.

Interrogatory Maps, with Book of Exercises to each Map, to correspond with the Educational Series, on roller, varnished:—

Europe.
Asia.
Africa.
America.
England.
Scotland.
Ireland.

3-inch Semi-Globe, hinged.
View of Nature in all climates, mounted on roller.
View of Nature in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.

Machinery and Manufacture, mounted, viz.:—

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller:

1. Mechanical Powers.
2. Machinery.
3. Watch and Clock-work.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.
Natural History, 150 prints, mounted.
Natural Phenomena, 30 prints, mounted.
Animals, illustrated in their comparative sizes, on roller.
Tool Box, containing an assortment of most useful Tools.
Centrifugal Machine.
Archimedean Screw; Working Model.

Black Boards:—42 by 30.
Ditto - - 36 by 30.
Ditto - - 30 by 24.
Ditto - - 42 by 30, on Stand.
Ditto - - 36 by 30, Ruled for Music.

Framed Black Boards:—42 by 30.
Ditto - - - - 36 by 30.
Ditto - - - - 24 by 16.

Easels:—Shut up Easel, 7 feet.
Ditto - - ditto - 6 feet.
Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Pointers, common, long.
Ditto - ditto short.

Arithmetic Frames:—

Frame and Stand.
Hand Frames, 17 by 19 inches.
„ 15 by 13 „

The following requisites are included in the grant:—

District Inspector's Observation Book.
School Register.
Daily Report Book.
Roll Book.
General Lesson.
Commandments.
Time Table.
Commissioners' Rules.
Rules for Teachers.
Religious Instruction Tablet.
Notices to Parents.
Programme of Instruction.

B.—*Requisites supplied at Reduced Prices.*

1. When books, &c., purchased from the Commissioners at the reduced prices, are sold to the children attending a national school, it is directed that in no case shall any advance be made on these prices; and the district inspectors have instructions to inquire into and report upon any infraction of this rule.

2. The

2. The following is the List of Books, School Requisites, and apparatus supplied to schools at reduced prices :—

First Book of Lessons.
Second - ditto.
Sequel to Second Book, No. 1.
Sequel to Second Book, No. 2.
Third Book of Lessons.
Fourth - ditto.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Ditto - - - ditto - - Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to ditto.
First Book of Arithmetic.
Key to ditto.
Arithmetic in Theory and Practice.
Key to ditto.
Book-keeping.
Key to ditto.
Epitome of Geographical Knowledge.
Compendium of ditto.
Elements of Geometry.
Mensuration.
Appendix to ditto.

Natural Philosophy, &c. :—
Vol. 1. Mechanics, Hydrostatics.
Vol. 2. Electricity, Galvanism, &c.
Vol. 3. Chemistry and Chemical Analysis.

Scripture Lessons (Old Testament), No. 1.
Ditto - - - - - ditto - No. 2.
Ditto - - (New Testament), No. 1.
Ditto - - - - - ditto - No. 2.

Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Ditto - - ditto - with Specimens.

Tablet Lessons, Arithmetic, 60 sheets.
Ditto - - Mounted on 30 Pasteboards.
Ditto - - Spelling and Reading Tablets, Part 1.
Ditto - - - ditto - - - ditto - Part 2.
Ditto - - Mounted on 17 Boards, Part 1.
Ditto - - - - ditto - - - Part 2.

Copy Lines.
Ditto, mounted.

Large Map of the World.
Map of Ancient World.
,, Europe.
,, Asia
,, Africa.
,, America.
,, United States.
Map of Australia.
,, British Isles.
,, England.
,, Scotland.
,, Ireland.
,, Palestine.

Thirty-hour American Clock, in case.
Eight-day Spring Clock, not striking the hours.
Copy Books, Large.
Ditto - Small.
Quills.
Steel Pens (Nibs).
Ditto broad, medium, or fine points, No. 075 F, 075 M, 075 B.
Ditto broad, medium, or fine points, No. 0142 F, 0143 M, 0144 B.
Barrel Pen, N.
Holders for ditto.
Slates, Large.
Ditto, Small, ruled.
Slate Pencils.
Slate Pencil Holders.
Inkstands.
Ink Powders.

Books not Published, but Sanctioned by the Commissioners of Education.

Professor Sullivan's English Dictionary.
Ditto - - Spelling Book Superseded.
Ditto - - English Grammar.
Ditto - - Introduction to Geography and History.
Ditto - - Geography Generalized.
Ditto - - Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part 1.
Ditto Sheet of Illustrations to ditto, No. 1.
Ditto First Steps to Zoology, Part 2.
Ditto Sheet of Illustrations to ditto, No. 2.
Ditto Zoology for Schools, Part 1.
Ditto - - ditto - - Part 2.

Dr. Thomson's Treatise on Arithmetic.
Ditto - Key to ditto.
Ditto - Elements of Euclid, Part 1.
Ditto - - - - ditto - Part 2.
Ditto - Introduction to Algebra.
Arithmetical Table Books.

Works for the use of Agricultural Pupils.

Dr. Hodges' First Steps in Agricultural Chemistry.
Ditto First Lessons in ditto.
Johnston's Catechism of ditto.
Murphy's Agricultural Instructor.
Campbell's Farmer's and Cottager's Guide.
Pringle on Green Cropping.
Stephen's Catechism of Practical Agriculture.

Wilhelm's Vocal Music, supplied only to Schools where the Teachers hold Certificates of competency to instruct in Singing.

Hullah's Manual.
Ditto, Songs for Schools, No. 1.
Ditto - - ditto - No. 2.
Ditto, Set of 8 Large Sheets.
Ditto, Exercises, Book 1.
Ditto - ditto, Book 2.
Slate, ruled for Music.
Tuning Fork.

Globes :—
12-inch, in mahogany, low stand, brass meridian.
12-inch, in stained wood, low stand, iron meridian.
6-inch Semi-Globe, on mahogany board.
3-inch - ditto - - - ditto.
3-inch - ditto - hinged.

Maps :—
Johnston's School and Family Maps—size, 23 by 27 inches, on rollers, varnished :—

Eastern Hemisphere.	America.
Western ditto.	Canaan and Palestine.
England.	Chart of the World.
Scotland.	Geographical Terms.
Ireland.	United States and Canada.
Europe.	Chronological Chart of Ancient History.
Asia.	
Africa.	

*** These Maps are of the same character as the large Maps usually supplied by the Commissioners, but being smaller, may be more convenient to many Schools.

Johnston's Physical Map of the World.
Ditto Physical Map of Europe, with book.

Bett's Educational Maps—size, 23 by 26 inches, on roller, varnished :—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western ditto.
Africa.	

Interrogatory Maps, with Book of Exercises to each Map, to correspond with the Educational Series, on roller, varnished :—

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

Geographical Slates—Each Slate has Two Outline Maps permanently engraved on it, and accompanied with Key Maps :—

England and the World.	United States and England.
Europe and Asia.	United States and the World.
Africa and America.	
Ireland and Scotland.	

Outline Maps—size, 17 by 13½ inches, printed on good paper, for Geographical Exercises :—

England.	Africa.
Scotland.	North America.
Ireland.	South America.
France.	Eastern Hemisphere.
Europe.	Western ditto.
Asia.	Palestine.

Key Maps—same size and sorts as preceding, coloured.

Physical Geography (Reynold's) mounted:—

1. Physical Features of the Land.
2. Volcanic System.
3. Climates.
4. Movements of the Waters.
5. Distribution of Rain.
6. Distribution of the Winds.

Griffith's Geological Map of Ireland, on roller.
School Atlas of Physical Geography, with Introduction, and 39 Maps, coloured, bound.

Atlas illustrative of the Physical, Political, and Historical Geography of the British Empire, 10 maps, coloured, bound.

Diagrams:—Illustrations of Natural Philosophy (Johnston's), on roller, varnished, each accompanied by a book:—

No. 1. Properties of Bodies.
No. 2. Mechanical Powers.
No. 3. Hydrostatics.
No. 4. Hydraulics.
No. 5. Physiology, No. 1.
No. 6. Physiology, No. 2.
No. 7. Steam Engines.

Astronomy, 6 sheets (Reynolds's) mounted.
View of Nature in all Climates, in wrapper.
Ditto - - ditto - - mounted on roller.
Ditto - in ascending regions, mounted on roller.

The Human Species, 4 sheets, mounted on roller.

Machinery and Manufactures, viz.:—

1. Condensing Steam Engine.
2. High-Pressure Engine.
3. Locomotive Engine.
4. Marine Engine.—Side Lever.
5. Marine Engine.—Oscillating.
6. Marine Engine.—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its Uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller:—

1. Mechanical Powers.
2. Machinery.
3. Watch and Clock-work.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Section of Screw Line-of battle Ship, mounted.
Table of British Strata, mounted.
Natural Phenomena, 30 prints.
Ditto - - - - mounted.

Useful plants, a set of 12 plates, coloured, in wrapper, with book.
Ditto - - - ditto - - - mounted.
Natural History, 150 prints.
Ditto - - ditto, mounted.

Animals illustrated in their comparative sizes, on roller.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, mounted.
The Animal Kingdom, 4 sheets, coloured, mounted.
Patterson's Zoological Diagrams (10), mounted on rollers, varnished.
Set of Chemical Apparatus for performing experiments to illustrate Johnston's Agricultural Chemistry.

Tool Box, containing an assortment of most useful Tools.
Compound Portable Microscope.
Magnetic Ship's Compass, 10-inch.
Magnetic Compass, in brass case, 1½ inch.
Ditto - - in mahogany case.

Thermometers:—Boxwood Thermometers.

Models, &c.:—Working Models of Mechanical Powers (Edwards).
Centrifugal Machine,
Archimedean Screw:—Working Model.

Cards of Model Tools:—Carpenter, Cabinet-maker, Bricklayer, Plumber, Painter and Glazier, Printer, Bookbinder, Goldbeater, Cooper, Farrier, Miner, Road-maker and Pavior, Gardener; 12 sorts.

Geometrical Solids, set of, in box.
Conic Sections - - ditto.
Dissected Cone, in boxwood.

Dissected Cube, Octahedron.
Ditto - Tetrahedron.
Ditto - Dodecahedron.
Ditto - Pentagonal Dodecahedron.

Steel Goniograph, for illustrating Geometrical figures.
Tangible Arithmetic, consisting of 12 dozen cubes in box.

Illustrations of the useful Arts:—

The Manufacture of a Needle described, with specimens of wire in its various stages up to the finished needle.
The manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.
The Manufacture of Paper described, accompanied by 16 illustrative specimens.

Educational Cabinets;—

Edward's Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.
M'Nab's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.
The Silkworm, exhibiting its various changes from the egg; in glazed case.

Mathematical Drawing Instruments:—

Leather pull-off Case of Patent Instruments, No. 0211, containing five-inch steel-joint compass, pen-point, pencil-point, hand-pen, and six-inch boxwood scale.
Mahogany Case of ditto, No. 0212, containing six-inch steel-joint compass, pen and pencil points, divider, bow-pen, hand-pen, pencil, box-scale, ebony parallel, and brass protractor.

Land surveying Chains, English measure.
Ditto - - - Irish measure.

Flat Rulers, pear-tree wood, No. 2; 12-inch.
Ditto - - ditto - No. 3; 15-inch.
Ditto - - ditto - No. 4; 18-inch.

Round Ebony Rulers, 12-inch.
Ditto - ditto - 18-inch.

Gunter's Scales, boxwood, 12-inch.
Ditto - ditto - - 24-inch.
Chain Scale, boxwood, 12-inch
Plotting Scale, 12-inch.
Offset Scales.
Ebony Parallel Rulers, 15 inches.
T Squares, No. 1; 16-inch.
Ditto No. 3; 26-inch.
Ditto - No. 4; 30-inch.

Black Boards:—42 by 30-inch.
Ditto - - 36 by 30-inch.
Ditto - - 30 by 24-inch
Ditto - - 42 by 30-inch, on stand.
Ditto - - 36 by 30-inch, ruled for music.

Framed Black Boards:—42 by 30 inch
Ditto - - - 36 by 30 inch.
Ditto - - - 24 by 16-inch.

Easels:—Shut-up Easel, 7 feet.
Ditto - - 6 feet.

Framed Easel, 6 feet, double leg.
Lesson Post, suitable for tablet lessons.
Black canvas, stretched on frames, 22 by 17 inches.

Drawing Boards, clamped:—13 by 9¾.
Ditto - - ditto - 18 by 13½.
Ditto - - - ditto - 20 by 15½.

Arithmetic Frames:—

Frame and stand.
Hand frames, 15 by 13 inches.

Pointers, common, long.
Ditto - - - short.
Sewing Needles; assorted sizes.
Packets of Needles.
Darning Needles; assorted sizes.
Crotchet Needles; steel.
Knitting Pins.
Sewing Cotton; Clarke's.
Ditto - - Brook's.

Thimbles:—

Brass, common.
Ditto, steel top.

Scissors :—
Cutting-out scissors.
Class scissors, No. 99.
Ditto - - No. 264.

Penknives, No. 4,000.

Working Materials :—
Knitting cotton, blay.
Ditto - - white.
Knitting worsted, white.
Ditto - - grey.
Ditto - - black drab.
Ditto - - black.
Yellow sampler canvas.
White - - ditto.
Yellow stripe ditto.
White muslin.

Black Lead Pencils, Chalk, &c. :—
Black lead drawing pencils, HB. B. BB. F.
Common Drawing Pencils.
India Rubber.
White Chalk (French).
Charcoal.
Black Conté Crayons, Nos. 1, 2, 3.
Drawing Pins.
Porte Crayons, brass.

Drawing Paper :—
Cartridge Paper.
Ditto - - tinted.
Medium drawing paper.
Ditto - ditto - hand made.
Royal - - ditto.
Imperial - ditto.

Drawing Materials :—
Water colours in boxes.
School of Art colour box.
Water colours in boxes, best quarter cakes, slide lid.
Ditto - - - - half cakes, slide lid.
Indian ink.
Camel hair pencils, crow quill.
Ditto - - - duck-quill.
Ditto - - - goose-quill.
Cabinet nests, six saucers.

Drawing Copies, &c. :—
Lineal drawing copies, mounted, in portfolio.
Easy drawing copies - - - ditto.

Hermes' Drawing instructor, 64 numbers :—
Part 1 to 24—Landscapes.
25 to 36—Flowers and Fruit.
37 to 48—Heads.
49 to 60—Arabesques.
61 to 64—Horses.

School of Art drawing book.
Familiar freehand drawing copies.
Green's First Studies in Landscape, six numbers.
Elementary Studies, by Julien and others.
Heads from the Antique, drawn by Smeeth, plain.
Ditto - - - ditto - - - tinted.

Harmoniums, with each Instrument an Instruction Book is supplied :
Harmonium (of 5 Octaves), with expression stop.
Ditto - - ditto - - without stop.
Ditto - (of 4 Octaves).

C.—*Additional Requisites and Apparatus.*

In addition to the Requisites and Apparatus in the foregoing List supplied to National Schools, the following is a List of Apparatus supplied at reduced prices to schools under special circumstances :

Globes—Celestial and Terrestrial :
18-inch, in mahogany, high stand, with compass.
18-inch in - - ditto - - with iron meridian.
18-inch, in mahogany, low stand, with brass meridian.
18-inch, in stained wood, low stand, with brass meridian.
18-inch, in stained wood, low stand, iron meridian.
12-inch, in mahogany, high stand, brass meridian.
12-inch, in stained wood, low stand, brass meridian.
9-inch, in mahogany, low stand, brass meridian.
9 inch, in stained wood, low stand, brass meridian.
9-inch, in stained wood, low stand, iron meridian.
6-inch, on mahogany pedestal.
3-inch - - ditto.
3-inch, in mahogany boxes.
Patent portable globe, with stand.

Slate Outline Globes :—
18-inch.
12 inch.

Globe Covers :—
Brown Holland, for 18-inch high.
Ditto - - - 18-inch low.
Ditto - - - 12-inch high.
Ditto - - - 12-inch low.

Planispheres, to exhibit the state of the Heavens at any time :—
18 inch.
9-inch.

Maps :—
Johnston's Chart of the World, with enlarged Map of Europe, &c.—72 by 56 inches, mounted.
Arrowsmith's Map of the Ancient World.
Outline Maps, corresponding in size with Betts' Educational and Interrogatory Maps, the Physical Features very distinctly marked, and the situations of the principal Towns shown by signs; on roller, varnished—

Eastern Hemisphere.	America.
Western Hemisphere.	Ireland.
Europe.	England.
Asia.	Scotland.
Africa.	

Note.—The "Outline" Maps are without names or numbers, and are intended for exercising the pupils' memory.

Projectional Maps—size, 17 by 13½ inches, printed on good paper—have only the lines of Longitude and Latitude delineated, and furnish an excellent Geographical exercise.
Griffith's Geological Map of Ireland, on roller.

Maps—*continued.*
Reynolds's Atlas of Physical Geography, 12 Maps printed on cards, in portfolio.
Atlas of Astronomy, in portfolio.
Atlas of Natural Philosophy, in portfolio.
Atlas of Geology - - - - ditto.
Atlas of Arts, Science, and Manufactures, in portfolio.
Pictorial Illustrations of Geometrical terms, 2 sheets on rollers.
Scientific School Tablets, on 3 sheets :—
No. 1. Specific Gravities.
No. 2. Temperatures.
No. 3. Thermometer, on roller, varnished.
Only issued in sets.
Astronomy, 4 sheets (Darton's), mounted.
Ethnographical Map of the World, mounted on roller.
Geognostic Profiles, 4 sheets, in wrapper.
Ditto - - - - - ditto, mounted on roller.
Geological Chart, mounted on roller.
Section of the Earth's Crust, with letterpress descriptions, mounted.
Geological Diagrams, including Section of the Earth's Crust, with descriptions, in wrapper.
Ditto - ditto - mounted on roller.
Botanical Chart - - - ditto.
Botanical Diagrams, 6 sheets, with descriptions, wrapper.
Ditto - ditto - mounted on roller.
Range of Vegetation, in wrapper.
Twelve prints, illustrative of the sources of Manufacture, Animal and Vegetable, mounted.
The Mechanical Powers illustrated, 8 sheets, mounted on mill-boards.

Diagrams, printed on cloth, coloured :—
Astronomy, 12 diagrams.
Nebulæ, 6 diagrams.
Comet of 1853, 1 diagram.
One Million Points, 1 large diagram.
Physiology in relation to Health, 10 diagrams.
Eastern Habitations, 10 diagrams.
Domestic Arrangements of the Orientals, 10 diagrams.
The Telescope, 6 diagrams.
The Microscope, 6 diagrams.
Australia and Australian Life, 10 diagrams.
Progress in Locomotion, 12 diagrams.
Mechanical Powers, 3 diagrams.
Nineveh and Assyria, 20 diagrams.
Ancient Egypt, 14 diagrams.
Geology, 15 diagrams.
Volcanoes, 7 diagrams.
Natural History, 15 diagrams.

Diagrams—*continued.*
Lardner's Illustrations of Mechanics, Natural Philosophy, &c.; numbers 1 to 9, in sheets.
Botany, 2 plates, mounted.
The Zones of the Earth, 10 plates, mounted, in portfolio, with a book of description to each plate.
Diagram of Gas Works, mounted on cloth.
Ditto - Glass Works - ditto.
Ditto - Blast Furnace - ditto.
Table of Ingredients of Food, ditto.
Ditto Examples of Dietaries, ditto.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, in sheets.
The Animal Kingdom, 4 sheets, coloured.
Natural History, 150 prints.
Natural Phenomena, 30 prints.
Wild Flowers, 96 prints.
Ditto - - mounted.
Trees, 12 prints, mounted.

Philosophical Apparatus, &c.:—
Case of Pneumatic Apparatus, suitable for performing experiments.
Case of Electrical Apparatus - - ditto.
Case of Electro-Magnetic Apparatus suitable for performing experiments.
The Magnet familiarly described.
Ditto - accompanied by a box of magnetic toys.
Collodion Gas Balloon, with apparatus for inflation.
Simple Microscope, with rack movement, mirror, and condenser, tweezers, glass slides; in mahogany case.
The Student's Microscope; compound body, rack adjustment, on tripod stand, plane and concave mirrors, condensing lens, two Huyghenian eye-pieces, and two achromatic eye-pieces, in upright mahogany case, lock and key.
Case of Microscopic objects, A.
Ditto - - ditto - - B.
Ditto - - ditto - - C.

Thermometers:—Boxwood Thermometers.

Barometers:—Marine Barometer.
Upright Barometer.

Models, &c.:—
Working Models of Mechanical Powers (Protheroe).
Ditto - - - ditto - - - - (Griffin).
Atwood's Machine for Illustrating the Laws of Gravitation, &c.
Working Model of Lift Pump (brass, with glass cylinders).
Sectional Model of Lift Pump.
Working Model of Force Pump (brass, with glass cylinders).
Sectional Model of Steam Engine.
" Link motion of Steam Engine.
" Parallel motions of Steam Engine (five kinds).
" Gas Meter.
" Threshing Machine.
" Winnowing Machine.
" Corn Mill.

The three last-mentioned Models show the progress of preparation of grain from the field to its manufacture into flour.

Sectional Model of Mortising Machine.
Water Wheels (undershot and overshot), Working Model.
Hero's Fountain, Model of.
Mechanical Apparatus, Models, &c.
Drawing Models.
Models of Crystals, in box.
Butter's Trinomial Cube.

Educational Cabinets:—
Edwards' Cabinet of Objects.
Griffin's Specimens of Rocks, 100 specimens.

Mathematical Drawing Instruments:—
Brass Dividers, common 5-inch.
Patent Brass Dividers, 5-inch.
Ditto - - - - 6-inch.
Ditto - - - - with pen and pencil point.
Drawing Pens, fine hard steel, bone handle.
Ditto - small fine.
Ditto - for red ink, electro gilt.
Patent Brass Bow Pen, fine needle point.
Ditto - - - Pencil - ditto.
Patent Steel-spring Dividers, ditto.
Ditto - - - Bow Pen, ditto.
Ditto - - - Bow Pencil, ditto.

Rulers:—
Flat Rulers, Pear Tree Wood, No. 1, 7¾ inch.
Ditto - - - - No. 5, 21 inch.
Round Ebony Rulers, 15-inch.
Architect's Scale, 12-inch.
Boxwood Protractor, 6-inch, narrow.
Ditto - - - - 6-inch, broad.
Brass Protractor, 3½ inch.
Ditto - - - superior.

T Squares, No. 2, 18-inch.
Ditto, No. 5, 37 "
Ditto, No. 6, 42 "

Set Squares:—
45°, 6-inch.
45°, 9 "
60°, 8 "
60°, 10 "
75°, 8 "
75°, 12 "

Black Boards:—48 by 36 inches.
Ditto - 36 by 24 "

Framed Black Boards:—48 by 36 inches.
Ditto - - - 36 by 24 "
Ditto - - - 30 by 24 "

Easels:—Shut up Easel, 5 feet 6 inches.
Framed Easel, 6 feet, single leg.
Sponge.

Drawing Boards—Clamped:—
19 by 13 inches.
22 by 17 "
28 by 19 "

Arithmetic Frames:—Oak, with Black Board.
Ditto - - Superior, oak; sliding.
Ditto - - Black board and frame.
Hand Frames, 17 by 19 inches.

Pointers, lancewood, long.
Ditto - - short.

Steel Pens and Holders:—
School pens, No. 016.
Ditto - Broad, medium, or fine points.
Ditto - No. 09 F, 010 M, 011 B.
Ditto - Superior G.
Barrel Pen, O.
Ditto - K.

Crochet Needles:—Bone.

Pins:—In Sheets.
Mixed.

Thimbles:—
Steel.

Scissors:—
Class Scissors, fine, No. 357.
Buttonhole ditto, No. 115.

Penknives, No. 8943.
Ditto No. 5650.

Working Materials:—
Knitting Angola, grey.
Yellow Stripe Canvas, ¾ yard wide.
Brussels Net.
Bobbinet.

Black Lead Pencils, Chalk, &c.:—
Black Lead Drawing Pencils:—EHB, DEHB, FF, BBB.
Black Lead Drawing Pencils:—BBBBBB.
White Chalk—French.
Ditto (American calcined).
White Conté Crayons.
Red - ditto.
Brown - ditto.
French Crayons (coloured), in boxes.
Paper Stumps.
Leather ditto.
Drawing Pins.
Porte Crayons, brass (French).

Drawing Paper:—
Cartridge Paper.
Medium Drawing Paper.
Ditto - ditto - hand made.
Royal - - ditto.
Imperial - ditto.
Ditto - ditto - rough.
Ditto - ditto - hot pressed.
Oil Sketching Paper, Royal.
Ditto - - - - Imperial.
White Mounting Boards, Half Imperial.
Ditto - - ditto - Royal.
Ditto - - ditto - Imperial.

Drawing Materials :
- Water Colours in boxes, best quarter cakes, lock.
- Ditto, half-cakes, lock.
- Ditto ,, selected colours, &c., lock.
- Best colours in cakes.
- Indian Ink.
- Chinese White, in bottles.
- Camel Hair Brushes, flat, in tin, ¼-inch.
- Ditto - - - ditto - - - ¾-inch.
- Ditto - - - ditto - - - 1-inch.
- Ditto - - - ditto - - - 1½-inch.
- Ditto - - - ditto - - - 2-inch.
- Camel Hair Brushes, round, No. 1.
- Ditto - - - ditto - No. 2.
- Ditto - - - ditto - No. 3.
- Ditto - - - ditto - No. 4.
- Ditto - - - ditto - No. 5.
- Ditto - - - ditto - No. 6.
- Red Sables, round, No. 1.
- Ditto - ditto - No. 2.
- Ditto - ditto - No. 3.
- Ditto - ditto - No. 4.
- Ditto - ditto - No. 5.
- Ditto - ditto - No. 6.
- Pencil Sticks, 6-inch.
- Ditto - 12-inch.
- Ditto - 15-inch.
- Earthenware Palettes, 3-inch.
- Ditto - ditto - 4-inch.
- Ditto - ditto - 5-inch.
- Ditto - ditto - 6-inch.
- Ditto - ditto - 7-inch.
- Ditto - ditto - 8-inch.
- Ditto - ditto - 9-inch.

Drawing Materials—*continued.*
- Division Slants, 3 divisions
- Ditto 4 ditto.
- Ditto 5 ditto.
- Ditto 6 ditto.
- Ditto 8 ditto.
- Ditto 10 ditto.
- Ditto 12 ditto.
- Indian Ink Stones, small.
- Ditto - - - middle.
- Ditto - - - large.
- New Colour Slab.
- 5 Well and 5 Slant Slab.

Drawing Copies, &c. :
- Odds and Ends of Progressive Drawing Studies, 6 Nos.
- Hermes' Progressive Drawing School.
- Green's Second Drawing Book of Landscape, 6 parts.
- Harpur's Easy Course of Landscape Drawings, 6 Nos.
- Hulme's Graduated Series of Landscapes, 4 parts.
- Walton's Advanced Landscape Drawing Books, 6 parts.
- Bright's Advanced Drawing Book, 6 parts.
- Syer's Advanced Drawing Book, 6 Nos.
- Syer's Marine and River Views, 6 parts.
- Barnard's Elementary Studies of Trees, 9 parts.
- Willis's Cattle and Rustic Figures, 6 parts.
- Architectural Ornaments, by Raentz.
- Green's Illustrations of the Five Orders of Architecture, 6 plates.

II.—*Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.*

1. All applications for books, school requisites, and apparatus, at reduced prices, must be addressed to the secretaries, and be accompanied by a money order for the amount, in favour of JAMES KELLY or WILLIAM M'CREEDY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. Half-notes, cash, postage stamps, orders or cheques drawn on country banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

3. When a post-office order or letter of credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the person applying for the same ; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and requisites given for the *full amount* PAID.

4. When a national school has had a grant, either as free-stock or at reduced prices, of a clock, or of any of the large maps, another will not be supplied until *three* years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

5. Teachers are not permitted to include, in the applications for requisites, *clocks* or *maps* for their own private use. Managers should, therefore, caution teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. *Books* for their own use may be purchased by the teachers at the reduced prices, but then they should be careful to indicate the fact to the manager, by writing the words " for teacher " after the name of the book in the list.

6. The patron or manager should not sign any application for books, requisites, or apparatus without first ascertaining that they are actually wanted for the school on behalf of which the application is made. The inspectors are required to report to the Commissioners whenever it appears that an undue quantity of requisites, &c , has been ordered for a national school.

7. When there are separate ROLL NUMBERS for male and female national schools, the application should state for which of them the books, &c., are required; and if for both, *two* forms should be used.

8. Parcels of books, &c., when so desired, will be forwarded, carriage free, to the depôt of the district in which the school for which they are required is situated, and the inspectors will inform the managers on what day they will be ready for delivery, or to the depôt of any other district if more convenient; but in the latter case, the inspector, who may not know the managers of any schools not in his district, cannot be expected to give notice.

9. Or the parcel will be forwarded to the railway station nearest to the manager's residence. In this case the manager must himself incur the risk of its safe delivery, and the expense of carriage.

10 Parcels are sent free to any place within the civic boundaries of Dublin.

11. When parcels are forwarded to the depôt of a district, it is *not* the duty of the inspector to transmit the parcel to the manager's residence, or to the school.

12. On the day appointed by the inspector for the delivery of parcels, the manager is required to send a messenger to the depôt with the order on the inspector (with which the manager will be furnished), and which order the inspector is required to transmit to the office as a proof of the delivery of the parcel.

13. If a parcel is to be sent by a carrier, he must call at the office in Dublin not sooner than two days after the manager's directions shall have been received, and must produce the manager's order to the storekeeper here, for its delivery, on the form supplied for the purpose.

14. The school apparatus must, on no account, be taken out of the school for which it has been procured, and must be used solely for school purposes. If it, or any portion of it, should be removed from the school, or any improper use be made of it, the Commissioners will adopt such measures as the nature of the case may demand.

15. The Commissioners do not supply books, requisites, or apparatus to the public, or to schools not connected with the Board of National Education.

16. The amount of each grant must be inserted in the daily report book of the school, and the invoice of the articles preserved for the examination of the inspector, who will be required to report whether the articles in the school correspond with the invoice, and are in a good state of preservation.

PART VI.

General Instructions to Managers and Correspondents.

1. Persons desirous of obtaining assistance from the Commissioners of National Education will, upon intimating to the secretaries the nature of the aid required, be furnished with the forms, upon which their application must be laid before the Commissioners; and all grants of salary will date from the *first of the month nearest to the return of* such application forms to the office.

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them, in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. The managers of national schools are particularly requested to attend to the following regulations respecting the payment of salaries or gratuities to teachers, as the Lords of Her Majesty's Treasury and the Commissioners for Auditing the Public Accounts will not, in future, sanction any payments which are not in compliance with these rules:—

Every receipt should be signed by the manager, and by the teacher entitled to receive the amount of salary or gratuity therein specified.

Whenever a manager or other person advances money to a teacher on account of the salary payable by the Commissioners of National Education, he should *take a receipt* for the same (stamped, if the amount be 2 *l.* or upwards), in order to have a proper voucher to produce to the office for repayment.

If a teacher die to whom any salary or gratuity is due by the Commissioners at the time of his or her death, which, with any other property he or she may have been possessed of, would amount to 20 *l.* or above, it will be paid only to the representatives or next of kin, on the exhibition, at the office, of letters of administration.

If the amount be over 5 *l.*, and under 20 *l.*, payment will be made, without the production of letters of administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a bond, on the form issued from the office, to free the Commissioners from any claim on the part of other next of kin or of creditors: if the amount be 5 *l.* or under, neither letters of administration nor bond will be required, provided the debts are certified to have been paid.

If a teacher leave a national school, and authorize the manager or some other person to receive the salary due from the Board, such authority must be given in writing, or the amount will not be paid.

5. All communications in reference to national schools should be signed and made by the

the patron or manager. The Commissioners do not correspond with teachers of national schools.

6. No attention can be paid to "anonymous" communications.

7. Correspondents are requested to attend to the following directions, viz. :—

To write at the head of any letter addressed to the office, the name and roll-number of the school referred to, and the county in which it is situated.

To make communications on different subjects in separate letters.

To state in every case the writer's post-town; and, in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and style of address in full.

In replying to an official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of foolscap size or, at least, large-sized letter-paper.

Letters or other communications addressed to the secretaries on the business of the Board need not be prepaid.

8. All letters or other commutations, in any manner relating to the business of the Board, or to the national schools, are to be addressed to the secretaries, and not to any other officer or person connected with the Board; such communications to be directed thus:—

The Secretaries,

Education Office,

Marlborough Street,

Dublin.

By order of the Commissioners of National Education,

Education Office, 21 November 1863.

James Kelly,
William M'Creedy, } Secretaries.

NATIONAL EDUCATION (IRELAND).

COPY of Correspondence between the Chief Secretary for *Ireland* and the Chief Commissioner of National Education in *Ireland*, relative to the recent Alterations in the Rules of the Board.

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed*,
6 *April* 1864.

181.

Under 8 *oz.*

NATIONAL EDUCATION (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 18 April 1864;—*for*,

COPY "of RESOLUTIONS of the EDUCATION COMMITTEE of the GENERAL ASSEMBLY of the PRESBYTERIAN CHURCH in *Ireland*, transmitted to the Lord Lieutenant and to the Education Board, relative to the recent CHANGES introduced into the NATIONAL SYSTEM of EDUCATION."

Office of National Education, 3 May 1864.

JAMES KELLY, WILLIAM M'CREEDY, } Secretaries.

COPY of RESOLUTIONS.

AT Belfast, the 15th day of July, in the year of our Lord 1863, on which day the General Assembly of the Presbyterian Church in Ireland being met, *inter alia*,

The following revised Resolutions on the subject of Elementary Education were read by the Convener of Committee, and approved :

1. "That the Assembly regards it to be a sacred duty, by every means in its power, to preserve the fundamental principles on which the Synod of Ulster, in 1840, agreed to receive aid from the National Board, according to which religious instruction is daily given in all our schools, while, at the same time, the rights of conscience and the sacredness of parental authority are duly respected, and no children are required to be present at any religious exercises to which its parents or guardians object. The Assembly, therefore, deprecates all attempts to obtain separate grants for educational purposes, as calculated to break up the system of united education, and to deprive the children of Presbyterian parents, residing in districts in which they form a small minority, of all education, secular as well as religious, except on terms opposed to conscientious conviction.

2. "That, with a view to guard against sectarianism, and to secure confidence in the administration of the present system of united education, this Assembly deems it of the utmost importance that the members of this Church shall receive a fair and just proportion of officers and emolument in connexion with the Board, and instructs the Committee now to be appointed to use all legitimate means to have the claims of this Church in said administration duly recognised.

3. "That the following be the Committee for the purposes above specified, with full power to act on behalf of this Church in all matters affecting the elementary education of our people: Revs. The Moderator, Drs. Cooke, Edgar, Morgan, Dill, Knox, Kirkpatrick, Denham; Messrs. William McClure, John Macnaughtan, Hugh Hannay, Jackson Smyth, A. Robinson, William Johnston, James White, James G. Robb, J. A. Canning, W. Magill, John Hall, C. L. Morell, F. Petticrew, John Blukly, John Moran, T. Y. Killen, James Gibson, George Magill, J. P. Wilson; with Counsellors Gibson and Greer, Thomas Sinclair, John Getty, W. Kirk, Thomas Drury, John Workman, Thomas McClure, J. Fyffe, and B. Patterson, Esqrs. Rev. L. E. Berkely, Convener.

At Belfast, the 8th day of December 1863, on which day the Assembly's Elementary Education Committee, constituted as above, met,—the Rev. John Rogers, Moderator of Assembly, in the Chair,—*inter alia*,

THE attention of the Committee having been directed to a recent regulation of the Commissioners of National Education, by which it is proposed to grant to "a few very large and highly efficient schools" the privilege of having pupil-teachers—a privilege hitherto enjoyed only by model schools—it was unanimously resolved that this Committee feel called upon to protest in the strongest terms against the proposed new regulation, for the following reasons:

1. Because, regarding the model schools of the Board, established at much expense by the Government, as a great boon to the country, not only on account of the excellent instruction they afford to all classes of the people, but chiefly as presenting an illustration of the practicability and value of united education, they view with alarm, any movement that would impair their efficiency, or tend to draw away children from them.

2. Because the declared objects of model schools [*see* rules and regulations of the Commissioners], being "to promote united education, to exhibit the most approved methods of literary and scientific instruction, and to train young persons for the office of teacher," the Committee believe that there are no other schools in the country in which these objects can be so effectually secured; that, consequently, none should be brought into competition with them, and that the practical tendency of the proposed change must be to defeat each and all of these objects.

3. Because, as in matter of public notoriety, the model schools of the Board being objects of bitter hatred to those who are openly or secretly enemies of united education, and rival schools having been set up, or being about to be set up, in opposition to them, and with the declared design of drawing away their pupils, it is contrary to a sound educational policy to adopt any regulation that will tend to encourage these rival seminaries, as well as an infringement of the constitution and principles of the national system, and of the former practice of the Board.

4. Because the principal schools that would obtain pupil teachers under the proposed regulation, namely, the convent schools, are unfitted to be training institutions, not only on account of their sectarian character and aspects, but also because the teachers of these schools, having received no training themselves, and being exempted from the examinations which ordinary national school teachers undergo, are incompetent to the task of training others.

5. Because the Committee regard the proposed change as a decided step toward the introduction of a purely denominational system; and in the language of the resolutions of the General Assembly under which they act, the Committee "deprecate all attempts to obtain separate grants for educational purposes, as calculated to break up the system of united education, and to deprive the children of Presbyterian parents, residing in districts in which they form a small minority, of all education, secular as well as religious, except on terms opposed to conscientious conviction."

Resolved further, "That a copy of these resolutions be transmitted to the heads of the Irish Government, and to the Commissioners of National Education, and that a deputation be now appointed to wait on the Irish Government, and, if needs be, on Members of Parliament, with a view to prevent the sanction of the proposed regulation."

(signed) *John Rogers*,
Moderator of the General Assembly of the
Presbyterian Church in Ireland.

NATIONAL EDUCATION (IRELAND).

COPY of the Resolutions of the Education Committee of the General Assembly of the Presbyterian Church in *Ireland*, relative to the recent Changes introduced into the National System of Education.

(*Sir Hugh Cairns.*)

Ordered, by The House of Commons, *to be Printed*,
10 *May* 1864.

285.

Under 1 *oz.*

RETURN to an Order of the Honourable The House of Commons, dated 18 April 1864;—*for*,

RETURN "of AMOUNT per PUPIL, in Daily Average Attendance during the Year 1863, paid in SALARIES, GRATUITIES, PREMIUMS, &c., of all Descriptions:

(A). In Schools under Managers who are Members of the Established Church.
(B). Ditto - - ditto - - ditto of the Roman Catholic Church.
(C). Ditto - - ditto - - ditto of the Presbyterian Church.
(D). Ditto - - ditto - - ditto of the Dissenting and other Churches."

	Salaries.	Gratuities. &c.	Total.
Paid:	*s.* *d.*	*s.* *d.*	*s.* *d.*
A. In Schools under Established Church Management - - - - - -	16 1¾	- 5¼	16 7
B. In Schools under Roman Catholic Church Management - - - - - -	13 5	- 4¾	13 9¾
C. In Schools under Presbyterian Church Management - - - - - -	15 7¾	- 5¾	16 1½
D. In Schools under Dissenting and other Church Management - - - -	13 1¾	- 3	13 4¾

N.B.—From this Return are excluded all Schools under Official and united Management.

James Kelly,
William M'Creedy, } Secretaries.

Office of National Education, Dublin,
9 June 1864.

NATIONAL EDUCATION (IRELAND).

RETURN of Amount per Pupil in Daily Average Attendance during the Year 1863, paid in Salaries, Gratuities, Premiums, &c., in Schools under Managers of the Established Church, Roman Catholic Church, Presbyterian Church, and Dissenting and other Churches.

(*Mr. O'Reilly.*)

Ordered, by The House of Commons, *to be Printed,*
15 *June* 1864.

NATIONAL EDUCATION (IRELAND).

RETURN to an Order of the Honourable The House of Commons, dated 25 February 1864;—*for*,

COPIES "of all MINUTES of the BOARD of NATIONAL EDUCATION in *Ireland*, passed since 1857, respecting the Revision, Alteration, or Increase of the CLASS BOOKS, or other MANUALS of INSTRUCTION used, or intended to be used, in the NATIONAL SCHOOLS:"

"Of the Names of the PARTIES to whom the actual Writing, Revision, or Editing of these NEW WORKS has been entrusted, with a STATEMENT of the Titles of the Works, and the progress made towards their Publication:"

"And, of CORRESPONDENCE between the Board of Guardians of the *Ballinasloe* Poor Law Union and the Commissioners, respecting the Compilation of a SCHOOL MANUAL of the HISTORY of *Ireland*, and Names of the PERSONS to whom the Preparation of the Work has been entrusted."

Office of National Education, Dublin, 16 July 1864.

JAMES KELLY, WILLIAM M'CREEDY, } Secretaries.

(*Mr. Hennessy.*)

Ordered, by The House of Commons, *to be Printed*, 20 *July* 1864.

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— I. —

COPIES of all MINUTES of the BOARD of NATIONAL EDUCATION in *Ireland*, passed since 1857, respecting the Revision, Alteration, or Increase of the CLASS BOOKS or other MANUALS of INSTRUCTION used, or intended to be used, in the NATIONAL SCHOOLS.

No. 1.—EXTRACT from Minutes of Board of National Education, authorising purchase of copies of an essay on "Mangold Wurzell."

MINUTE, dated 26 March 1858.

Read letter, No. 1,692, from the Agricultural Inspector, submitting copy of an essay on "Mangold Wurzell," by one of the pupils at the Albert Farm, named John Tynan, and suggesting that 500 copies be ordered for distribution in the National Agricultural Schools.

Ordered, that 500 copies be purchased at 3 *d.* per copy for the purposes stated.

No. 2.—EXTRACTS from Minutes of Board of National Education regarding parts in Sequel No. 2 to "Second Book of Lessons," pirated from a work of Messrs. Smith & Elder; the omission of those parts, &c. &c.

1. MINUTE, dated 26 March 1858.

Read letter, No. 1,735, from Messrs. Smith, Elder, & Co., Booksellers, Cornhill, London, stating that the following narratives in the Sequel No. 2 to the "Second Book of Lessons," viz., the "History of Columbus and the Discovery of America," pp. 18-40, "Perseverance, or the History of William Hutton," pp. 41–45, and the "History of the Italian Boy," pp. 74–89, are pirated from a work of which they hold the copyright, entitled "The Parents' Cabinet of Amusement and Instruction," inquiring what redress the Commissioners are prepared to offer for this infringement of their rights; and requesting that instructions may be given to stay the issue of any further copies of the work in question.

Ordered, that the law adviser be called on to state his opinion as to the application of the Copyright Act to this case; and that Mr. Cross be requested to ascertain from his Grace the Archbishop of Dublin, under whose directions the Sequel No. 2 was compiled, from what source the narratives in question were taken.

2. MINUTES, dated 31 March 1858.

Mr. Cross reports that, in obedience to the directions of the Board, he waited on the Archbishop of Dublin, with a view of ascertaining if he remembered the name of the work from which the narratives in the Sequel No. 2 of the Second Book of Lessons, referred to by the Messrs. Smith, Elder, & Co. were taken; and that his Grace stated that he had no recollection of the source from which they had been derived, nor of the work alluded to by the publishers, viz., "The Parents' Cabinet of Amusement and Instruction."

Ordered, that the matter be referred to the law adviser for his opinion; and that his attention be directed to the latest Copyright Act.

3. MINUTE, dated 9 April 1858.

The Secretary submits the opinion of the law adviser with respect to the complaint of Messrs. Smith, Elder, & Co., London, as to the alleged piracy of three of the narratives in the Sequel No. 2 to the Second Book of Lessons, from a work of which they possess a copyright, and which is to the effect, that the Copyright Act has been infringed by the publication of the stories referred to; and that, as the Sequel No. 2 has been sold from time to time, every such sale is the subject of an action.

The Secretary also reads a letter (2,075/58), from Mr. A. Thom, stating that he has received a communication from Messrs. Groombridge & Sons, London, acquainting him that Messrs. Smith, Elder, & Co. have called upon that firm, to refrain from selling any more copies of the Sequel No. 2, pending the result of legal proceedings about to be taken in the matter.

Mr. Thom suggests that the stories of which Messrs. Smith & Elder hold the copyright, be omitted from all future editions of the Sequel No. 2, that a re-arrangement of the two Sequels be made, and that the places of the portions so expunged, be supplied by Lessons 23, 24 and 25, transferred from Sequel No. 1.

Ordered, that Messrs. Smith, Elder, & Co. be informed that the Commissioners regret the compiler of the Sequel No. 2, should have introduced into it the narratives in question; that he has no recollection of having ever seen the work from which it is alleged the stories were pirated, that the Sequel was first published in 1843, and ever since that period has been on the lists of the Irish National School Books, which were in extensive circulation among publishers and patrons of schools in every part of the United Kingdom. The Commissioners, therefore, feel much surprised that, after a lapse of 14 years, their attention should now, for the first time, be called to an alleged act of piracy; and had they sooner been made aware of the circumstances, they would have omitted the stories from their work, if the publishers of the "Parents' Cabinet" had so desired. Messrs. Smith & Elder are to be further informed that the Commissioners have given instructions to their printer to expunge the three narratives referred to from any future edition of the Sequel No. 2; and, as there is an edition of the work in the press, they request to be favoured with Messrs. Smith, Elder, & Co.'s views on the matter before Friday next the 16th instant.

Ordered further, that instructions be issued to Mr. Falconer to omit the three narratives from the Sequel No. 2, in all future editions of that work, and to stop the printing of the edition now going through the press, until further notice.

Ordered also, that Mr. Thom's suggestion as to the transfer of the Lessons 23, 24 and 25, from Sequel No. 1 to Sequel No. 2, be approved, and that he be requested to forward copies of each work, altered in the manner proposed.

4. Minute, dated 16 April 1858.

Read letter, 2,120, from Messrs. Rowland and Hacon, Solicitors, Fenchurch-street, London, stating that they have been instructed by Messrs. Smith, Elder, & Co., to institute legal proceedings against the Commissioners for an alleged invasion of their copyright, by the publication of the three narratives in the Sequel No. 2, taken from a work called the "Parents' Cabinet," and requesting to be furnished with the names of the Board's solicitors in London, in order that the usual legal process may be served upon them.

Ordered, that Messrs. Rowland and Hacon be informed, that the Commissioners have no solicitors in London; that their solicitors in this country are Messrs. Geale and Dwyer, 73, Marlboro-street, Dublin, and that they have been instructed to appear to any process that may be issued out of any of the Irish law courts.

Read letter 2,178, from Messrs. Groombridge and Sons, London, stating that they have been threatened with legal proceedings by Messrs. Smith, Elder, & Co., for selling the Sequel No. 2 to the "Second Book of Lessons," and requesting, under the circumstances, to be favoured with the views of the Commissioners on the matter.

Ordered, that the Messrs. Groombridge & Sons be informed of the purport of the communication ordered by Minute of the Board of the last day of meeting to be addressed to Messrs. Smith, Elder, & Co., on this subject; also, of the suggestion of Mr. Thom with reference to the exclusion of the narratives objected to from the Sequel No. 2, and the substitution therefore of other lessons taken from the Sequel No. 1, and which has been approved.

Read letter, No. 2,162/58, from Mr. J. Falconer, acknowledging receipt of the order of the Board of the last day of meeting with regard to the Sequels Nos. 1 and 2, and stating that he will not proceed with the issue of any more copies from the press, until furnished with a copy of each of the Sequels, as they are, in future, to be printed.

The Secretary lays before the Commissioners a new edition of the Sequels Nos. 1 and 2, from the latter of which the lessons referred to by Messrs. Smith, Elder, & Co., have been expunged, and others, from the Sequel No. 1, substituted in accordance with the suggestion of Mr. A. Thom.

Ordered, that they be approved; that Mr. Falconer be directed to print a supply for the use of the National Schools; and that Mr. Thom be informed of this decision.

5. Minute, dated 6 August 1858.

Read letter, No. 3,635/58, from Mr. J. Falconer, proposing to take 25,500 cancelled copies of the Sequel No. 2, now remaining in store, as waste paper, at 20 *s.* per cwt., and stating that care will be taken that they do not get into improper hands.

Ordered, that this proposal be accepted, on the above understanding.

6. Minute, dated 10 September 1858.

Read letter, No. 4,981/58, from Messrs. Groombridge and Sons, London, stating that the action at law commenced against them by Messrs. Smith and Elder, for an infringement of copyright, in selling the Sequel No. 2, has been withdrawn, on their paying the legal expenses, amounting to 19 *l.* 5 *s.*, and submitting for the consideration of the Commissioners the propriety of being re-imbursed this sum.

Ordered, that, under the circumstances, the sum of 19 *l.* 5 *s.* be paid the Messrs. Groombridge.

7. Minute,

7. MINUTE, dated 1 October 1858.

Read letter, No. 5,521/58, from Messrs. Groombridge, of London, stating, in reply to the Secretary's letter of the 15th September, that the 323 copies of the Sequel No. 2, returned by them, were purchased from Her Majesty's Stationery Office in Dublin.

Ordered, that the Messrs. Groombridge be allowed the value of the books returned, 4 *l.* 0 *s.* 9 *d.*, as they were purchased as above.

No. 3.—EXTRACT from the Minutes of the Board of National Education, declining to place on the list a work called "Parallel History of the Kings of Judah and Israel."

1. MINUTE, dated 17 September 1858.

Read letter, No. 5,432/58, from the Rev. E. Fowle, Annesbury, Wilts, forwarding, for perusal, the manuscript of a "Parallel History of the Kings of Judah and Israel," and requesting to be informed if the Board would be disposed to place it on the list of books sanctioned for use in the National Schools.

Ordered, that the Secretary be directed to return to the Rev. Mr. Fowle the thanks of the Commissioners for his kindness in submitting the manuscript for their perusal; but that he be informed that they do not consider it expedient to place the work on their list for use in the National Schools.

No. 4.—EXTRACTS from Minutes of the Board of National Education, regarding the publication of a "Chronological History."

1. MINUTE, dated 19 November 1858.

The attention of the Board is called to the expediency of publishing a class book on Chronological History.

Ordered, that this subject be taken into consideration at the next special meeting; and that, in the meantime, some of the most approved works of the class alluded to be procured, for reference.

2. MINUTE, dated 10 December 1858.

In compliance with the terms of Minute of the Board of the 19th ult., the Commissioners proceed to consider the propriety of compiling a "Chronological History" for use of National Schools, and the Secretary lays before them some works of that character.

Ordered, that the Commissioners consider it expedient to publish a class book on this subject in a compendious form, suited for use in National Schools during the hours of united instruction; and that the Resident Commissioner be requested to name, at a future meeting of the Board, the person whom, after due inquiry, he may consider best qualified to undertake the compilation of the work in question.

No. 5.—EXTRACT from Minutes of the Board of National Education, regarding the proposal to sanction "Young's Outlines of History of Ireland" for use in the National Schools.

MINUTE, dated 11 February 1859.

Read letter, No. 900/59, from Alderman John Reynold's, submitting a work entitled "Outlines of History of Ireland," by Townsend Young, LL.D., and expressing an opinion that it might, with propriety, be sanctioned for use in the National Schools.

Ordered, that the Professors be requested to make a joint Report as to the suitability of the work for use in National Schools; and that Mr. Reynold's be informed that the Commissioners will consider the question as to whether its employment as a work for united instruction can be sanctioned by the Board.

No. 6.—EXTRACTS from Minutes of the Board of National Education, authorising purchase of copies of the "Hand Book of the Model Farm, Glasnevin."

1. MINUTE, dated 29 April 1859.

Read letter, No. 2, from Mr. T. Baldwin, Agricultural Clerk, submitting a copy of the "Hand Book of the Model Farm, Glasnevin," of which he is the author, and expressing a hope that the Commissioners will purchase a number of copies, for distribution amongst the agricultural schools.

Ordered, that 150 copies be purchased, for the purpose stated, at 1 *s.* per copy.

2. MINUTE, dated 21 June 1861.

Ordered, That, as suggested by the Agricultural Inspector, 200 copies of the new edition of the "Hand Book to the Model Farm, Glasnevin, and of Agricultural Education in Ireland," by Mr. Thomas Baldwin, be purchased at 9 *d.* a copy, for distribution amongst the pupils, and for presentation to visitors to the institution.

No. 7. EXTRACT from Minutes of Board of National Education, authorising purchase of copies of the "Essay on Soils."

MINUTE, dated 24 June 1859.

READ letter, 1839/59, from Dr. Kirkpatrick, submitting an "Essay on Soils," written by Mr. Baldwin, of the Albert Institution; and suggesting that a copy be presented to the literary teachers trained in the last class, as well as to the masters of the model agricultural schools throughout the country.

Ordered, That 200 copies of the work be purchased, at 6 *d.* a copy, for distribution in the manner proposed.

No. 8. EXTRACTS from Minutes of Board of National Education, regarding corrections in the "Fourth Book of Lessons."

1. MINUTE, dated 23 September 1859.

READ letter, No. 5793/59, from Mr. A. Thom, Abbey Street, forwarding a communication addressed to him by the Committee of Council on Education, pointing out certain inaccuracies in the geographical portion of the "Fourth Book of Lessons"; and submitting, for the approval of the Board, the corrections which have been made in consequence of that communication in order that they may be embodied in the next edition of the work.

Ordered, That the proposed corrections be submitted to the professors, with a request that they will state their opinion respecting them for the information of the Board.

2. MINUTE, dated 7 October 1859.

Read letter, No. 6127/59, from the professors, expressing their approval of the corrections in the geographical portion of the Board's "Fourth Book of Lessons," as suggested by the Committee of Council on Education, in a letter to Mr. A. Thom, and by him submitted for the consideration of the Commissioners.

Ordered, That the proposed corrections be approved by the Board, and embodied in the edition of the work now going through the press.

No. 9.—EXTRACTS from Minutes of Board of National Education regarding inaccuracies in the First Book of Arithmetic and Key, and the payment made for pointing them out, &c.

1. MINUTE, dated 18 November 1859.

READ letter, No. 6973/59, from Mr. R. W. Healy, Essex-street, Dublin, calling attention to several inaccuracies which he has noticed in the First Arithmetic and Key; suggesting a complete revision of those works, and offering his services to effect that object.

Ordered, That the thanks of the Commissioners be conveyed to Mr. Healy for having brought under their notice the subject to which his communication refers; that he be informed the Commissioners are not, at present, prepared to remodel the works in question, but that, as regards the correction of any errors, the Commissioners are always glad to consider suggestions to that effect, provided they are made by competent parties.

With reference to the list of errors which Mr. Healy has forwarded, the Commissioners direct that he be furnished with the latest editions of the Arithmetic and Key, and informed that they will be happy to consider any inaccuracies contained therein, which may be pointed out to them, and to test such corrections as may be suggested.

2. MINUTE, dated 30 December 1859.

Read letter, No. 8156/59, from Mr. R. W. Healy, Essex-street, in reference to the Minute of the Board of the 18th November, in reply to a previous communication, calling attention to a number of inaccuracies which, he stated, he had discovered in the Board's First Arithmetic and Key; and forwarding a detailed list of the errors and misprints contained in those works, together with such corrections as appeared to him necessary in each case.

Ordered, That the Professors be requested to give instructions to a suitable person, connected with the Central Model Schools, to examine this list, and to test the accuracy of the corrections made by Mr. Healy.

3. MINUTE,

3. MINUTE, dated 3 February 1860.

Read letter, No. 940/60, from Professor Sullivan, in reference to the alleged inaccuracies and misprints in the Board's First Arithmetic and Key, as pointed out by Mr. R. W. Healy, in letter No. 8156/59, and transmitting a memorandum from Mr. Larkin, Head Master of the Central Model School, stating that, having examined the works in question, he finds that a considerable number of the apparent errors pointed out by Mr. Healy are the result of misapprehension on his part, and have no real existence, and that corrections are required to be made only in a very few cases. Mr. Larkin further suggests the propriety of having the Arithmetic carefully revised by a competent person.

Ordered, That Mr. Larkin be authorized to correct for the press such errors as he may have discovered in the Arithmetic. And that the general revision of the work be postponed for the present.

4. MINUTE, dated 27 March 1861.

Read letter, No. 912/61, from Mr. R. W. Healy, claiming compensation for his trouble in pointing out certain errors in the Board's First Book of Arithmetic and Key. Read also letter, No. 2045/61, from the Professors, stating, in reply to the Secretary's letter of the 9th February, 1861, requesting them to report as to the extent of the corrections proposed by Mr. Healy, and made in the books by the late Mr. Larkin, and also as to the amount of compensation (if any) to which they deem Mr. Healy entitled; that he appears to have taken great pains in going through the books, and that several of his corrections have been actually adopted, &c. Also that, all circumstances considered, they deem that 15 *l.* or 20 *l.* would be reasonable compensation for Mr. Healy's services.

Ordered, That Mr. Healy be awarded 20 *l.*, and that he be informed that the Commissioners had no idea of employing him to correct the works in question. But, as they find that he took some trouble in the matter, they have voted him this sum as a compliment.

No. 10.—EXTRACT from Minutes of Board of National Education, agreeing to take new, improved, and enlarged edition of "Sullivan's English Dictionary."

1. MINUTE, dated 13 January 1860.

READ letter, No. 46/60, from Professor Sullivan, submitting, for the inspection of the Commissioners, a copy of a new, improved, and enlarged edition of his dictionary of the English languages, and stating that his publishers, Messrs. Marcus and John Sullivan, are prepared to supply it to the Commissioners for the use of the National Schools, at 1 *s.* 7 *d.* per copy, being an advance of one penny on the price of the last edition, Dr. Sullivan adds, that the new edition contains two sheets more than the old, and is to be supplied bound in coloured cloth instead of grey linen.

Ordered, That Dr. Sullivan be informed, that the Commissioners are willing to purchase such supplies of the work in question as they may, from time to time, require, on the terms stated in this communication.

No. 11—EXTRACT from Minutes of the Board of National Education, authorising certain alterations in the "Tablet Reading Lessons."

1. MINUTE, dated 20 January 1860.

READ letter, 3026/59, from the Professors, enclosing a communication addressed to them by Mr. T. U. Young, in which he suggests that the series of tablet reading lessons be printed in larger type; the type in which they are, at present, printed being so small as to be illegible at the required distance.

Read also letter, 7904/59, from Mr. Laurence, storekeeper, stating, that by the proposed arrangement, the number of sheets in the set will be increased from 36 to 68, owing to the difference in the size of the type used, and submitting the propriety of having the series divided into two parts to be sold separately, at the reduced price charged for the set of 36.

Ordered, That the tablet sheets be divided into two parts, each to be sold at the old rates, viz., 4 *d.* in sheets, and 3 *s.* 3 *d.* on mill board. Managers to have the privilege of getting both parts in free stock.

No. 12.—EXTRACTS from Minutes of the Board of National Education, regarding the division of the "Lectures on Natural Philosophy" into three volumes, instead of one, &c.

1. MINUTE, dated 30 March 1860.

READ letter, 2260/60, from Messrs. Thom and Sons, suggesting that the "Lectures on Natural Philosophy," heretofore issued by the Board in one large volume, be divided into

three convenient parts or volumes, uniform in size and binding with the reading books, and capable of being distributed or sold as required, either together or separately. The proposed divisions to be as follows:—

1. Mechanics and the Steam Engine, (about 200 pages).

2. Hydrostatics, Pneumatics, &c. (about 300 pages).

3. Chemistry, (about 400 pages).

Messrs. Thom and Son also submit a specimen of the manner in which it is proposed to print the "Natural Philosophy," should their suggestion be approved, and state that it is not intended that the printing of the work in three volumes should entail on the Board any expense beyond the contract price of the single 8vo. volume, provided 2,500 copies be taken, while the arrangement would enable the Commissioners to reduce the price to their schools to 6 *d.* per volume, or 1 *s.* 6*d.* for the complete set, instead of 3 *s.* as at present.

Ordered, That Messrs. Thom and Son be informed, that the Commissioners approve of the division of the "Natural Philosophy" into three parts, as suggested; that they will be prepared to take 2,500 sets at the contract price of the 8vo. volume, and that they be sold to the National Schools at 6 *d.* per part, or 1 *s.* 6 *d.* for the complete work.

2. MINUTE, dated 27 April 1860.

Read letter, No. 2802/60, from Messrs. Thom and Son, enclosing proof of the new edition of the Board's work on "Natural Philosophy," vol i., Mechanics, &c., and suggesting that the sheets be revised by some competent person in the training department. Also recommending that a sum of 25 *l.* be paid to Mr. Larkin for his services in correcting the errors in the Board's Arithmetic (B. O. 30, 12, 59.)

Ordered, That Mr. Thom be informed, that it is undersood the reading of the proofs forms part of his duty, and that the Commissioners have, on reconsideration, arrived at the conclusion that the following would be a better arrangement of the subjects comprising the "Natural Philosophy" than that proposed in his letter of the 26th March, and sanctioned by Minute of 30th of same month.

1st part, or volume—To consist of Mechanics, Hydrostatics, Pneumatics, and Optics.

2d part—Electricity, Galvanism, Magnetism, Electro-Magnetism, Heat and the Steam Engine.

3d part—Chemistry, Organic, and Inorganic.

Ordered, also, That Mr. Larkin be paid 10 *l.* for correcting the Arithmetic and Key.

No. 13.—EXTRACTS from Minutes of Board of National Education, regarding a proposal to supply the Commissioners with a "History of the English Language."

1. MINUTE, dated 22 June 1860.

READ Letter, 4067/60, from Mr. A. H. Keane, Licentiate in Letters, Catholic University, submitting a work written by him on the History of the English Language, and stating that, if it meet with the approval of the Board, he will be prepared to supply it on liberal terms.

Ordered, That Mr. Keane be informed that the Commissioners decline to place his book on the list of works sanctioned for use in the National Schools, conceiving that it is not required. But, as the teachers in training may derive some benefit from its perusal, the Commissioners will be prepared to purchase 150 copies for presentation to the next class, on his stating the lowest terms on which they can be obtained.

2. MINUTE, dated 13 July 1860.

Read letter, No. 4747, from A. H. Keane, Esq., stating, in reply to the inquiry directed by Minute of the Board of the 22d. ult., that he is willing to let the Commissioners have 150 copies of his Work on the English Language at the rate of 1 *s.* a copy.

Ordered, That 150 copies be purchased at the price stated.

No. 14.—EXTRACT from Minutes of the Board of National Education, authorising purchase of copies of an "Essay on Manures."

1. MINUTE, dated 3 August 1860.

ORDERED, in accordance with suggestion of Dr. Kirkpatrick, that 500 copies of an "Essay on Manures," by Mr. Baldwin, be purchased for the use of the pupils in the Albert Agricultural Institution and the minor Agricultural Schools, at the rate of 4 *d.* a copy; amount 8 *l.* 6 *s.* 8 *d.*

No. 15.—Extract from Minutes of Board of National Education, relating to some corrections, &c., proposed to be made in the "Epitome of Geography."

Minute, dated 21 June 1861.

Read letter, No. 4016/61, from Messrs. Thom and Son, sending proofsheets of the "Summary of States and Empires," Book V. of the "Epitome of Geography," and submitting certain corrections which they have made therein respecting matters of fact, which, they state, the course of time has rendered necessary.

Ordered, That the Messrs. Thom be informed that, as it is intended to revise the whole of the "Epitome of Geography" at an early date, it is not deemed advisable to make the proposed alterations and additions in the edition which they are now printing; but that, if there be any corrections merely which they may consider necessary, they should submit the proofsheets in the usual way for the consideration of the Board.

No. 16.—Extracts from the Minutes of the Board of National Education in Ireland, regarding Master Murphy's suggestion for the revision of the National School Books; and modification of his Resolution, proposed by the Rev. John Hall, and approved.

1. Minute, dated 27 June 1861.

Master Murphy gives notice that he will move the following resolution at the next meeting of the Board, namely, on the 5th July 1861:—

Resolved, That the school books of the Board shall be revised, so as to make them in accordance with the present state of knowledge, and still more acceptable than they now are to the people of Ireland; and that a committee be forthwith appointed, for the purpose of enabling the Board to carry this resolution into effect.

2. Minute, dated 5 July 1861.

Agreeably to the notice given at the last day of meeting, Master Murphy sends his resolution, as set forth in the proceedings of that day.

Ordered, That the consideration of this resolution be postponed until the next meeting.

3. Minute, dated 12 July 1861.

Master Murphy again brings forward his resolution, of which he gave notice on the 27th June, and the consideration of which was postponed on the 5th inst., viz., That the school books of the Board shall be revised, so as to make them in accordance with the present state of knowledge, and still more acceptable than they now are to the people of Ireland; and that a committee be forthwith appointed, for the purpose of enabling the Board to carry this resolution into effect.

Ordered, That the consideration of this resolution be postponed for the present.

4. Minute, dated 27 September 1861.

The Secretary submits the resolution proposed by Master Murphy at the meeting of the Board on the 12th July, and the consideration of which was then postponed, viz., That the school books of the Board shall be revised, so as to make them in accordance with the present state of knowledge, and still more acceptable than they now are to the people of Ireland; and that a committee be forthwith appointed, for the purpose of enabling the Board to carry this resolution into effect.

The following modification of the above resolution is proposed by the Rev. John Hall, viz., That the school books of the Board shall be revised, so as that, without interference with their general character, or departure from the fundamental principles of the system of National Education, they be made in accordance with the present state of knowledge, and still more acceptable than they now are to the people of Ireland; and that a committee be forthwith appointed, for the purpose of enabling the Board to carry this resolution into effect.

Ordered, That the above resolution be brought under the notice of the Commissioners at the next special meeting, namely, the 10th October, with a view to the appointment of a committee, or the adoption of such other steps as may be necessary.

5. Minute, dated 10 October 1861.

Pursuant to the orders of the Board of the 27th September, the Secretary brings under the notice of the Commissioners the following modification, proposed by the Rev. John Hall, of the resolution submitted by Master Murphy at the meeting of the Board of the 12th July, and the consideration of which was then postponed:—

That the school books of the Board shall be revised, so as that, without interference with their general character or departure from the fundamental principles of the system of National Education, they may be made in accordance with the present state of knowledge, and still more acceptable than they now are to the people of Ireland; and that a committee be forthwith appointed, for the purpose of enabling the Board to carry this resolution into effect.

Ordered, That the Commissioners approve of the modified resolution as above, and that

the following members of the Board do constitute a committee, to report as to the best means of carrying the resolution into effect:—Judge Longfield, Rev. J. Hall, R. Andrews, Esq., James Gibson, Esq., Laurence Waldron, Esq., J. Lentaigne, Esq., John O'Hagan, Esq., and Right Honourable A. Macdonnell.

6. Minute, dated 20 December 1861.

Ordered, That the Committee appointed to carry into effect the resolution relating to the revision of the Board's books be summoned to meet on Monday, the 30th instant, at 11 o'clock.

7. Minute, dated 24 January 1862.

Ordered, That the Committee appointed to carry into effect the resolution relating to the revision of the Board's books be summoned to meet on Monday, the 27th instant, at four o'clock.

8. Minute, dated 16 April 1862.

The Commissioners consider the propriety of appointing Mr. Henry P. Clarke to act as Clerk and Literary Assistant to the Book Committee lately appointed by the Board; his salary to be at the rate of 120 *l.* a-year, commencing from the 24th March 1862. The Secretary reminds the Commissioners of the letter (9224/61) received from the Lords of Her Majesty's Treasury, dated 28th December 1861, stating that no charge for the salary of any officer can be defrayed by the public without the previous sanction of their Lordships to the appointment and rate of remuneration at which such officer is to be paid.

Ordered, That a letter be written to the Lords of Her Majesty's Treasury, stating that the Commissioners deem it advisable to employ Mr. Clarke, as above stated, at the salary mentioned, and requesting that their Lordships may be pleased to sanction the appointment.

9. Minute, dated 16 April 1862.

Ordered, That the Committee appointed to carry into effect the resolution relating to the revision of the Board's books be summoned to meet on Wednesday next, the 23d instant, at half-past three o'clock.

10. Minute, dated 25 April 1862.

Read letter, No. 60 (of 1861), from Mr. W. MacDermott, Inspector of District 38, offering a variety of remarks on the subject of the intended revision of the Board's books; particularly in matters where a doubt may be involved, or a more perfect explanation of the subject is required. Mr. MacDermott especially calls attention to some portions of the Scripture Lessons and Third Book of Lessons, and proposes that there should be added to the existing series some suitable class-books on the Histories of England, Rome, and Greece, as well as on Natural History, and some other subjects.

Ordered, That Mr. MacDermott's letter be submitted at the next meeting of the Book Committee, with a request to report thereon.

11. Minute, dated 30 May 1862.

Read letter, No. 4120/62, from the Lords of Her Majesty's Treasury to the Chief Secretary for Ireland, pointing out the items which have either been omitted or reduced in the Estimate for National Education for the year 1862/3; and stating that, on the representation made in the Secretary's letter of the 24th April, their Lordships have sanctioned the payment of 10 *l.* a-month to Mr. H. P. Clarke, while engaged to assist in the revision of the National School books; but that, with regard to the remaining portion of the sum of 1,000 *l.* asked for that service, their Lordships require more detailed information as to the proposed manner of expending that sum.

The Secretary submits a memorandum which has been drawn up, explanatory of the increased items and of the manner in which it is proposed to expend the sum required for the revision of the books.

Ordered, That the memorandum, be approved, and transmitted to the Under Secretary to the Lord Lieutenant, and that he be informed that the Commissioners hope that, on a perusal of it, his Excellency will feel warranted in recommending the Lords of the Treasury to put forward a supplementary estimate, including all the items referred to in the memorandum.

12. Minute, dated 11 July 1862.

Reference is made to the Board's Minute of the 16th of April last, proposing to the Lords of Her Majesty's Treasury that Mr. Henry P. Clarke should be appointed Literary Assistant in the revision of the National School books, at a salary of 10 *l.* a-month; also to letter 4120/62, signifying that their Lordships have sanctioned the proposed arrangement.

Ordered, That Mr. Clarke be now paid at the above-mentioned rate from the date of his appointment, viz., 24th March 1862.

No. 17.—Extracts from Minutes of Board of National Education, regarding a proposal to supply Commissioners with a "Treatise on Trigonometry."

1. Minute, dated 5 July 1861.

Read letter, No. 4261/61, from Professor Butler, stating that he has written a work entitled, "Lessons on Trigonometry," which he asks to have placed on the list of books for use in the National Schools; and proposing to supply the work in sheets, at the rate of 1½ *d.* a sheet.

Ordered, That Professor Butler be informed that, in a short time, the Commissioners will have before them the whole question as to the revision of the National School books; and that, meanwhile, they are not prepared to take into consideration the proposal contained in his letter.

2. Minute, dated 14 March 1862.

Read letter, No. 2065/62, from Professor Butler, inquiring whether, pending the decision on his application to place his "Treatise on Trigonometry" on the Board's list of books, the Commissioners will supply copies of the work to the teachers in training, at 2 *s.* a copy.

Ordered, That a copy of Professor Butler's work be procured for each teacher in training who is studying trigonometry, and that the Professor be applied to for a return of the number of such teachers.

3. Minute, dated 3 October 1862.

Presented requisition from the Training Class (male) for 90 copies of Professor Butler's "Lessons on Trigonometry."

Ordered, That the books applied for be supplied.

No. 18.—Extract from Minutes of the Board of National Education, declining the offer of Johnston's "School Arithmetic."

Minute, dated 2 August 1861.

Read letter, No. 5124/61, from Mr. Robert Johnston, of the Endowed School, Swords, sending a copy of the "School Arithmetic," lately published by him, and proposing that the Commissioners should add it to the list of books sanctioned for use in the National Schools.

Ordered, That Mr. Johnston be informed that the Commissioners do not deem it requisite to have another treatise on Arithmetic in addition to those which are already on their list.

No. 19.—Extracts from Minutes of Board of National Education, regarding proposed purchase of work on the "Roots of Words, &c.," from Dean Hoare.

1. Minute, dated 28 March 1862.

The Solictor General (Mr. Lawson) gives notice that, at the next meeting, he will move that the Commissioners do purchase 200 copies of Dean Hoare's work on the "Roots of Words, &c.," at 3 *s.* a copy, for distribution amongst the teachers in training.

2. Minute, dated 8 April 1862.

Agreeably to the notice given on the 28th March, the Solicitor General (Mr. Lawson) moves that the Commissioners do purchase 200 copies of Dean Hoare's work on "Roots of Words, &c.," at 3 *s.* a copy, for distribution amongst the teachers in training.

Ordered, That the Commissioners approve of the foregoing proposal.

3. Minute, dated 2 January 1863.

Ordered, That 200 copies of Dean Hoare's work (third edition) on "English Roots, and the Derivation of Words from the Anglo-Saxon," be purchased at 3 *s.* a copy, for distribution amongst the teachers in training.

No. 20.—Extract from Minutes of the Board of National Education, accepting proposal for the supply of work called, "Structure and Physiology of the Animals of the Farm."

Minute, dated 25 July 1862.

Ordered, That the Commissioners accept the proposal of Dr. Hodges, of Belfast, to supply 300 copies of his work on the "Structure and Physiology of the Animals of the Farm," at 1 *s.* per copy. The book to be distributed only as the Commissioners may direct.

No. 21.—Extract from the Minutes of the Board of National Education, authorising the purchase of copies of Joyce's "Handbook of School Management."

Minute, dated 13 March 1863.

Read letter, 1950/63, from the Professors, recommending that a copy of Mr. Joyce's work, entitled "Handbook of School Management," be given to each of the teachers in training, to the number of 200.

Ordered, That 200 copies of the book be purchased from Mr. Joyce, for distribution, as proposed.

No. 22.—Extracts from Minutes of Board of National Education, regarding Dean Hoare's offer of his work on "Philology."

1. Minute, dated 10 April 1863.

Read letter, 2191/63, from the Very Rev. the Dean of Waterford, forwarding prospectus of his new work on "Philology," now preparing for publication, and requesting the Board to purchase some copies at 3 *s.* a copy in sheets.

Ordered, That Dean Hoare be informed that the Commissioners regret that they cannot comply with his request, as they consider the subject of his work already sufficiently treated of in the Board's books.

2. Minute, dated 4 December 1863.

Read letter, 9284/63, from the Very Rev. Dean Hoare, sending copy of his new work on "Philology," and offering to supply it at 3 *s.* a copy in sheets, or 3 *s.* 4 *d.* bound in cloth.

Ordered, That Dean Hoare's letter and book be referred to the Professors, who are to be requested to state their opinion on the work, and whether they would recommend copies to be purchased for presentation to the teachers in training.

3. Minute, dated 18 December 1863.

Read letter, No. 9754/63, from the Professors, stating, in reply to the Board's order of the 4th inst., asking their opinion on Dean Hoare's work on "Philology," and inquiring if they would recommend it to be bought for the teachers in training, that, considering the very comprehensive manner in which the subjects of the work are treated in the Board's books, and also that the time of the teachers in training is already fully occupied, they see no advantage in presenting them with the work; but that, as the members of the special class are now instructed in the elements of Latin, they (the Professors) think that the work might, with propriety, be given to those teachers at the end of the course, for which purpose they recommend 50 copies to be purchased.

Ordered, That the consideration of Dean Hoare's proposal be postponed to the next meeting.

4. Minute, dated 31 December 1863.

The Secretary again submits Dean Hoare's proposal (9284/63) to supply his work on "Philology," together with the Professors' opinion regarding it (9754/63), as read at Board, at the last meeting.

Ordered, That the consideration of this matter be again deferred.

5. Minute, dated 8 January 1864.

Read letter, No. 9754/63, from the Professors, stating, in reply to the Board's order of the 4th ultimo, asking their opinion on Dean Hoare's work on "Philology," and inquiring if they would recommend the book to be purchased for the teachers in training, that, considering the very comprehensive manner in which the subjects of the Dean's work are treated in the Board's books, and that the time of the teachers in training is already fully occupied, they see no advantage in presenting them with the work; but that, as the members of the special class are now taught the elements of Latin, they (the Professors) think that the work might, with propriety, be given to them at the end of the course, for which purpose they recommend 50 copies to be purchased.

Ordered, That the suggestion of the Professors, as to presenting the work to the special class teachers, be not approved; and that Dean Hoare be informed that the Commissioners do not feel disposed to order copies of his book, as proposed, the time of the teachers, while in training, being fully occupied with the course of study already prescribed for them, including the subjects of his work, which, it is thought, are sufficiently treated of in the National School books.

No. 23.—EXTRACT from Minutes of the Board of National Education, authorising purchase of copies of Pamphlet called, "Directions for the Proper Management of the Flax Crop."

MINUTE, dated 17 April 1863.

ORDERED, On the suggestion of the Agricultural Inspector, that 2,000 copies of the pamphlet called "Directions for the Proper Management of the Flax Crop," be purchased from Mr. Thom, at a cost of 2*l.* 10*s.*, for distribution in the Agricultural Schools.

No. 24.—EXTRACT from Minutes of Board of National Education, declining the offer of Johnston's "Civil Service Arithmetic."

MINUTE, dated 29 January 1864.

READ Letter, No. 10,105/63, from Robert Johnston, Esq., of the School, Swords, inclosing a prospectus of his "Civil Service Arithmetic," and asking the Board to order a number of copies for the teachers in training, or masters in the model schools.

Ordered, That Mr. Johnston be informed that the Commissioners must decline to comply with his request, having on their lists three works on arithmetic, which they deem sufficient for the wants of their teachers.

No. 25.—EXTRACT from the Minutes of the Board of National Education, regarding a Work on School Architecture offered to the Commissioners.

MINUTE, dated 15 April 1864.

READ Letter, No. 95, from Mr. R. Robinson, Inspector District 52, offering for the acceptance of the Board a work which he has written on the subject of school architecture.

Ordered, that the manuscript of Mr. Robinson's work, with the accompanying plans, be submitted to Mr. Owen, of the Board of Works; and that he be informed that it has been proposed to the Commissioners to circulate the work amongst the managers of national schools, most of whom are imperfectly acquainted with the subject of school architecture. Also, that the Commissioners will feel obliged if he will favour them with his opinion as to the suitability of the book for the purpose mentioned.

No. 26.—EXTRACT from the Minutes of the Board of National Education, directing that a new Class Book of Agricultural Subjects shall be prepared, for use in the ordinary rural National Schools.

MINUTE, dated 15 April 1864.

THE Honourable Judge Longfield submits a paper in which he recommends that another agricultural class book should be written for the instruction of the pupils in the Board's ordinary rural schools, and that a qualified person should be selected to prepare such a work, on the following conditions:—

1. The book should be capable of being printed in good type, in about 250 pages, 12mo., the size of the "Fifth Book of Lessons"; such as might be sold by the bookseller to the public for not more than 1*s.* The Board might sell it to the children in their schools for 4*d.*

2. The legally established weights and measures should alone be used through the book, and a table added to explain the weights and measures used locally, so far as it may be useful to the farmer to know them.

3. The different kinds of crops that may be profitably grown in Ireland must be described, together with the soil best suited to each, the best season and manner to prepare the ground for them, the relative advantages of different kinds and quantities of manure for each crop, the time of planting and gathering, and the best rotation of crops for every soil and situation.

4. The book should point out the readiest and simplest mode of ascertaining the quantity, quality, and value of every crop in its different stages, so as to enable the husbandman to form frequent and accurate calculations of the probable results of his industry.

5. It should give a detailed account of the probable expense of raising each crop, distinguishing

tinguishing labour, manure, seed, farm implements, and all other expenses incident to the due cultivation of the farm.

6. It should also state the average amount and value of each crop per acre, according to the quality of the land and the mode of cultivation.

7. It should describe and explain the different kinds of farm implements, showing the profitable mode of using them, and the probable expense of purchasing them, and keeping them in repair.

8. It should describe and explain such improvements as may be made on a farm, at a moderate expense, and contain calculations showing within what period an adequate return might be expected for the outlay.

9. It should describe the different breeds of cattle, and the kinds best adapted to each soil and situation; and the best modes of rearing, tending, valuing, buying, and selling every kind of stock.

10. It should illustrate, by a plate, the different kinds of grasses that may be grown, with profit, in Ireland; tell the name of each, the best mode of cultivating it, and the soil and situation in which each kind can be most profitably cultivated.

11. It should contain a chapter on the cultivation of flax, and the several processes which it must undergo, before it is ready to be made into yarn.

12. It should contain a chapter on the kitchen garden, and the various vegetables which a small farmer can conveniently and profitably cultivate.

13. The book should be written with a view to the practical and profitable instruction of the class of farmers, whose rents vary from 15*l.* to 60*l.* a-year. The object is, especially to improve the most ignorant. The author, therefore, should not aim at any depths of science, but confine himself to pointing out the evil consequences of the vicious modes of cultivation now in use, and to advice and information within the means and capacities of small farmers to follow and comprehend.

One hundred pounds might be offered to the author, with an expectation of an equal sum if the work should succeed, and if the Board should employ the author to superintend a second edition.

Ordered, That Judge Longfield's recommendation be approved, and that Mr. Thomas Baldwin, of the Albert Model Farm, be employed to write the new "Agricultural Class Book" on the terms proposed, and also, according to the plan laid down in Judge Longfield's paper.

— II. —

NAMES of the PARTIES to whom the actual Writing, Revision, or Editing of the NEW WORKS has been entrusted, with a Statement of the Titles of the Works, and the Progress made towards their Publication.

No. 1.—STATEMENT of the Persons entrusted with the Revision, &c., of the New Books, and of the Titles of the Books.

THE revision or editing of the ordinary reading lesson books is carried on under the general superintendence of the entire Board, but particularly of the members of the Book Committee appointed on the 10th October 1861. As proofs are prepared, a copy is sent round to each Commissioner for his perusal and remarks. The Book Committee is assisted in its labours by the principal officers of the Board, namely, the two Secretaries, James Kelly, Esq., and William M'Creedy, Esq., and the two Chiefs of Inspection, Patrick J. Keenan, Esq., and W. H. Newell, Esq., L. L. D. The work of transcribing the lessons approved of by the Committee for selection is executed by Mr. Henry P. Clarke, who has been appointed clerk to the Book Committee.

The revision of the technical or more scientific works, such as the Arithmetics Nos. I. and II., the treatise on Mensuration, and the Manuals of Natural Philosophy, has been entrusted to Mr. Edward Butler, one of the Professors.

The following Artists, Engravers, and Printers are engaged, viz.:—

Artists.—E. Fitzpatrick, Esq., Associate of the Royal Hibernian Academy, Dublin; William Frederick Wakeman, Esq., Blackrock, Dublin.

Engravers.—Mr. Wm. Oldham, Rathgar, Dublin; Mrs. Caroline Millard, Harcourt-street, Dublin; Messrs. Dalziell, Brothers, London.

Printers.—Mr. Alexander Thom, Abbey-street, Dublin; Mr. J. Falconer, Sackville-street, Dublin.

No. 2.—Statement of the Progress made towards the Publication of the Revised Books.

The following Books have been finally approved of by the Board, and are now prepared for the press, viz.:—

I.—First Reading Book for the use of schools. Part I. being the beginner's first steps in reading.

II.—First Reading Book for the use of schools; part II.

III. Second Reading Book for the use of Schools.

The Third Reading Book for the use of schools (being the fourth work in the series) is now in proof, and under the consideration of the Board, for final approval.

The entire of the lessons intended to constitute the Fourth Reading Book, are completed, but are still in manuscript. It is hoped, however, that they will be sent to the printers, in a few weeks.

— III. —

Correspondence between the Board of Guardians of the Ballinasloe Poor Law Union and the Commissioners, respecting the compilation of a School Manual of the History of *Ireland*, and Names of the persons to whom the preparation of the Work has been entrusted.

No. 1.—Letter from Guardians of Ballinasloe Poor Law Union, asking if "Daunt's History of Ireland," and other Works specified, might be used in the Workhouse Schools.

(6656/58.)

Gentlemen, Ballinasloe Union, 11 November 1858.

I am directed by the Board of Guardians of this Union to forward to you herewith the annexed copy of a communication made to the Board by Mr. Banfield in the Workhouse Schools, and I am directed to request you will be good enough to state if any objection exist to the introduction of the books named by Mr. Banfield.

I have, &c.
(signed) *Thomas Gill,*
Clerk of the Union.

To the Guardians of the Poor of Ballinasloe Union.

3 November 1858.

It being on the last Board day referred to me to recommend some history for the use of the Workhouse Schools, I find the books at foot of this my Report mentioned have been used at National Schools, from which the children are reported to have derived much improvement, viz.,—

"Ince and Gilbert's History of Rome."
"The Child's History of England." Published by Burns and Lambert.
"Ince and Gilbert's Outlines of English History."
"Bucke's History of England."
"Daunt's History of Ireland."

(signed) *Andrew Banfield.*

No. 2.—Letter from Commissioners to the Guardians, stating that when they (the Commissioners) shall have examined the Works in question, they will answer the Guardians' inquiry.

(6656/58.) Ballinasloe Workhouse National School, B. O. 19/11/58.

Sir, Office of National Education, 27 November 1858.

We have laid before the Commissioners of National Education your letter of the 11th instant, enclosing a copy of a list of books proposed by Mr. Banfield to be introduced into the National Schools of the Ballinasloe Poor Law Union, and requesting to be informed if there be any objection to the introduction of them.

We are to state, in reply, that before the Commissioners can come to a decision on this question, they consider it necessary to examine the works referred to, for which purpose they have directed copies of them to be procured.

The ultimate decision of the Board will be made known in due course.

We are, &c.
(signed) *Maurice Cross*, *James Kelly*, } Secretaries.

Clerk of the Union, Ballinasloe,

No. 3.—Letter to the Guardians, in continuation of the foregoing, asking which of the Books have been used at National Schools, as alleged, and in what National School.

(6656/58.) Ballinasloe Workhouse National School.

Sir, Office of National Education, 29 November 1858.

Referring to our letter of the 27th instant, we are to state, that the Commissioners of National Education observe in the copy of Mr. Banfield's Report that he alleges some of the books which he proposes to introduce into the above school "have been used at National Schools." The Commissioners are desirous of knowing which of the books have been so used, and in what National Schools. Perhaps the information can be obtained of Mr. Banfield.

We are, &c.
(signed) *Maurice Cross*, *James Kelly*, } Secretaries.

Clerk of the Poor Law Union, Ballinasloe.

No. 4.—Reply of the Guardians to the foregoing enquiries.

(7223/58.)

Gentlemen, Ballinasloe Union, 8 December 1858.

Referring to your letter, dated the 27th ultimo, I am directed by the Board of Guardians to forward you accompanying a copy of a communication received from Mr. Banfield on the subject of the introduction of certain books for use into the schools under the National Board of Education.

I remain, &c.
Messrs. Cross & Kelly. (signed) *Thomas Gill*, Clerk of the Union.

Sir, Ballinasloe, 7 December 1858.

In reference to the Commissioner of National Education letter of the 29th November, I beg leave to state, that I waited on the Rev. Mr. Greene, the patron of two national, and founder of other schools, and enquired were pupils in his schools instructed in history. Having answered in the affiirmative, I requested a list, with which request he complied, and the histories contained in that list are set out in my Report. At the time of inditing that Report, I was under the impression these histories were used in his National Schools, but subsequently that impression was removed by his informing me it was in his other schools these histories had been used. At the time Mr. Greene gave me said list, he informed me three of these histories were by Catholic, and two by Protestant authors.

From the very satisfactory improvement of the pupils in the several schools by Mr. Greene founded, I feel well advised in recommending the obtaining for the use of the Ballinasloe Workhouse Schools these histories in my said report mentioned.

I am not acquainted with any National School where children are instructed in history.

Permit me, &c.
Thos. Gill, Esq. (signed) *Andrew Banfield.*

No. 5.—Letter from Commissioners to the Guardians stating that they (the Commissioners) find, on examination that the Books are altogether unfit to be used in a National School, during the time for united instruction.

(6656/58.)

Ballinasloe Workhouse National School, B.O. 10/12/58.

Sir, Office of National Education, 14 December 1858.

Referring to our letter of the 27th ultimo, we are now to inform you that the Commissioners of National Education having procured copies of the books proposed by Mr. Banfield

Banfield to be introduced into the above National School, and having examined them, find that these books are altogether unfit to be used in a National School during the time for united instruction.

You will have the goodness to lay this letter before the Guardians of the Ballinasloe Poor Law Union.

We are, &c.
(signed) *Maurice Cross,* } Secretaries.
James Kelly, }

Clerk of the Union, Ballinasloe.

No. 6.—LETTER from the Guardians of Ballinasloe Poor Law Union to the Commissioners, submitting the propriety of supplying the National Schools with such Works as may be best calculated to give the children a proper Knowledge of the History of their own and other Countries. "Gordon's History of Ireland" and "Goldsmith's History of England" are proposed.

(519/59.)

Gentlemen, Ballinasloe Union, 20 January 1859.

I AM directed by the Board of Guardians of this Union to forward to you herewith the annexed copies of Resolutions adopted at a meeting of the Board held yesterday, and, at the same time, to request you will be good enough to submit the same for the consideration of the Commissioners of National Education.

I have, &c.
(signed) *Thomas Gill,*
Clerk of the Union.

Messrs. Cross and Kelly.

Alderman Reynolds proposed the following resolution, which was seconded by Michael E. Murphy:

"That we feel it our duty to draw the attention of the Commissioners of National Education to the great defect existing in their system in consequence of the total absence of historical information, and we call on the Commissioners to direct their immediate attention to the necessity of providing their schools with such historical books as may be best calculated to afford to the pupils a proper knowledge of the history of their own and other countries."

The foregoing resolution passed without a division, Mr. Comyn and Mr. Duffy dissenting.

Thomas S. Eyre proposed, "That 'Gordon's History of Ireland,' and 'Goldsmith's History of England,' be immediately submitted to the Commissioners of Education for their approval, to be learned in our schools."

The Board having divided on the subject, the resolution was adopted by a majority of eight to five, the following Guardians voting:—For, the Honourable Robert le Poer Trench—William H. Burke, Thomas S. Eyre, Norman Ashe, William S. Persse, Captain Gascoyne, Robert Sharpe, and the Earl of Clancarty; and against—Andrew N. Comyn, Alderman Reynolds, Andrew Banfield, Michael E. Murphy, and Walter Duffey.

Ordered, that the Clerk do forward copies of both resolutions to the Commissioners of Education.

No. 7.—REPLY of Commissioners to the foregoing, stating that they have already agreed as to the expediency of having a historical work compiled, suited for the united education of the pupils in their schools.

(519/59.)

Ballinasloe Poor Law Union National School, B. O., 28/1/59.

Sir, Education Office, 3 February 1859.

HAVING laid before the Commissioners of National Education your letter of the 20th ultimo, transmitting copies of Resolutions adopted at a meeting of the Guardians of the Ballinasloe Union on the 19th January, with respect to the propriety of including information on historical subjects in the course of instruction afforded in the National Schools.

We are directed to acquaint you, for the information of the Board of Guardians, that the Commissioners of National Education have long been anxious to introduce into their

series of books a work on history; but they have been unable to find any work extant which would be suitable for united education.

We are further directed to state, that before receiving the Resolutions enclosed in your letter, the Commissioners had come to the decision that steps should be taken, as soon as possible, towards the compilation of a historical work, which should serve for the united education of children of every persuasion, and which should contain no matter that could give just cause of offence, either on religious or political grounds, to persons of any denomination in Ireland.

We are, &c.

(signed) *Maurice Cross*, *James Kelly*, } Secretaries.

Clerk of the Union, Balinasloe.

No. 8.

NOTE.—The compilation of a work on history is felt to be a task of a very delicate and difficult nature; and in consequence of this circumstance the Commissioners have not, as yet, been able to make satisfactory arrangements for bringing out the historical manual alluded to in the foregoing communication.

NATIONAL EDUCATION (IRELAND).

COPIES of all MINUTES of the BOARD of NATIONAL EDUCATION in *Ireland*, passed since 1857, respecting the Revision, Alteration, or Increase of the CLASS BOOKS, or other MANUALS of INSTRUCTION used, or intended to be used, in the NATIONAL SCHOOLS; of the Names of the PARTIES to whom the actual Writing, Revision, or Editing of these NEW WORKS has been entrusted, &c.

(*Mr. Hennessy.*)

Ordered, by The House of Commons, *to be Printed*,
20 *July* 1864.

509.

Under 3 oz.

QUEEN'S COLLEGE (CORK).

RETURN to an Order of the Honourable The House of Commons, dated 10 March 1864;—*for*,

COPY "of DEPOSITIONS taken before the Justices of the Peace, in the Case of the BURNING of QUEEN'S COLLEGE, CORK."

RETURN of the Copies of DEPOSITIONS taken before the Justices of the Peace, in the Case of the BURNING of the QUEEN'S COLLEGE, CORK.

PARTY MAKING DEPOSITION.	DATE THEREOF.	JUSTICE TAKING SAME.
Sir Robert Kane - -	15 May - 1862	William Johnson, George Chatterton, and Edward Orme, R.M.
Dr. Ryall, V. P. - -	15 May - 1862	- - - Same.
Drs. Blyth and O'Leary -	15 May - 1862	- - - Same.
Timothy Byrne - - -	15 May - 1862	- - - Same.
John Tobin - - -	15 May - 1862	- - - Same.
William Williams - -	15 May - 1862	- - - Same.
Edward G. Walsh - -	16 May - 1862	Wm. Johnson and Chas. J. Cantillon.
Timothy O'Leary - -	15 May - 1862	Messrs. Johnson, Chatterton, and Orme.
Sub-Inspector Parkinson -	17 May - 1862	Edward Orme, R.M.
Constable James Vickers -	17 May - 1862	- - - Same.
Dr. D. B. Ballen - -	29 July - 1862	- - - Same.
John Walsh - - -	29 July - 1862	- - - Same.
John Tobin - - -	29 July - 1862	- - - Same.
Timothy Byrne - - -	31 July - 1862	- - - Same.
Dr. Blyth - - - -	7 August 1862	- - - Same.

Philip O'Connell,
Sessional Crown Prosecutor, Borough of Cork,
37, South Mall.

I certify the above to be a correct return.

2 April 1864 *Philip O'Connell.*

Police Office Court.

In the Matter of the malicious Burning of the Queen's College, Cork.

Information of Sir *Robert Kane*; sworn on the 15th May 1862.

The information of Sir Robert Kane, President of the Queen's College, in the borough of Cork, he on oath saith that I was called up at half past six o'clock this morning by the steward; I proceeded to the western part of the building, the "Queen's College," borough of Cork. I saw the door of the Materia Medica Museum of the College almost entirely burned away, only part of the thick framing remaining; the interior was also on fire. The steward told me he wished to shew me something he had seen at another door, and brought me to the door of the physical cabinet where I found a small heap of lucifer matches and remains of burned paper at the bottom of the door, and the door charred on the surface over, about the space of the palm of the hand. I then went to the door of the physical lecture room and found a smaller quantity of similar matches, and the door charred over a smaller space. I immediately put Keeffe, the College porter, in charge of the matches, and ordered him not to allow any person to disturb them until the police should come. The police shortly afterwards came, and I placed a policeman in charge of the matches. At the door of the chemical lecture room in the cloisters there were matches. I then gave instructions for saving the apparatus and property of the labaratory. I then ascended to the upper corridor, which was so filled with a dense smoke that I was obliged to leave it. I say that the western wing of the college buildings has been destroyed by the fire, and property of considerable value therein has been also destroyed by the fire; and from the facts stated, and from other circumstances, and the statements of the other witnesses, I have no doubt but that the buildings aforesaid were maliciously set on fire. And I further say that up to the present I have not heard nor do I know by whom the said college was so set on fire, or who committed the said injury.

(signed) *Robert Kane.*

Taken and sworn before us in the police court, borough of Cork, this 15th day of May 1862.

(signed) *Wm. Johnson*, J.P.
Geo. Chatterton.
Edward Orme, R.M.

Deponent hereby acknowledges himself bound to the Crown in the sum of 1,000 *l.* to prosecute and give evidence against the offender or offenders when discovered, and in default to forfeit the said sum.

(signed) *Wm. Johnson.*

Deposition of Dr. *Ryall*, Vice President of the Queen's College, Cork; sworn the 15th May 1862, before *William Johnson*, Esq., J.P.

Dr. Ryall, Vice-President, was called by his servant about half-past six, a.m.; I proceeded to the western building; the Materia Medica Museum was in flames; I found the President already there, and he directed my attention to bundles of lucifer matches at the door of the physical cabinet, at the door of the physical lecture room, and the door of the chemical lecture room; they were charred at the end, and I noticed portions of the door charred.

(signed) *John Ryall.*

Taken and sworn before us in the police court, borough of Cork, this 15th day of May 1862.

(signed) *William Johnson*, J.P.

I acknowledge myself bound to the Queen, in the sum of 1,000 *l.*, to give evidence when required or called on to do so.

(signed) *John Ryall.*

DEPOSITIONS of Dr. *Blyth* and Dr. *Purcell O'Leary*, Professors in the Queen's College, Cork; sworn at the Police Court on the 15th May 1862, before *William Johnson*, Esq., J. P.

DR. BLYTH visited the laboratory at five o'clock yesterday, and all was safe.

(signed) *J. Blyth.*

Dr. Purcell O'Leary:—I inspected the Materia Medica Museum about 11 o'clock yesterday. There was no fire, nor has there been a fire there since the 3d of May; there was not a lucifer match there.

(signed) *Purcell O'Leary.*

Taken and sworn before us, in the police court, borough of Cork, this 15th May 1862.

(signed) *William Johnson*, J. P.

Informants acknowledge themselves bound to the Crown, in the sum of 1,000 *l.*, to give evidence when called on or required.

(signed) *Purcell O'Leary.*
J. Blyth.

Note.—The following statement is on the original document, but it does not appear to have been signed or sworn to. "Dr. Bullen had also visited the Materia Medica Museum at 12 o'clock yesterday, and found everything safe and well."

DEPOSITION of *Timothy Byrne*, Principal Warden of the County of Cork Gaol; sworn at the Police Court on the 15th May 1862, before *William Johnson*, Esq., J. P.

THE information of Timothy Byrne, Principal Warden of the County of Cork Gaol, being duly sworn on oath, saith:—About 10 minutes past six o'clock this morning, my attention was called to the college. I observed a heavy smoke from the centre of the western wing of the building. I proceeded to the college lodge and gave the alarm to Tobin, the lodge porter. I went up and saw the fire; I then sent Tobin for the police and fire engines; I called up the steward of the college, William Williams, and then crossed over to the quarry where men were at work to ask their assistance. On my return Williams called me into the cloisters and pointed out a lot of lucifer matches in a heap at the bottom of the door, at the extreme end of the cloisters; from their appearance there must have been about 50 matches. I sent a messenger to the governor of the county prison, Mr. Joyce, who sent four men, and came himself to assist in putting out the fire.

(signed) *Timothy Byrne.*

Taken and sworn before me, in the borough of Cork, this 15th day of May 1862.

Edward Orme, R. M.

Informant acknowledges himself bound, in the sum of 50 *l.*, to give evidence when called on or required to do so.

(signed) *Timothy Byrne.*

DEPOSITION of *John Tobin*, Lodge Porter at the Queen's College, Cork; sworn on the 15th May 1862, before *Edward Orme*, Esq., R. M.

JOHN TOBIN:—Byrne came this morning and rapped; one of the turnkeys told me the college was on fire; they ran up. I went to the police office, and the men said they would go and send up engines. I rapped at the Tuckey-street station; I lost no time whatever.

(signed) *John Tobin.*

Taken and sworn before me, in said borough of Cork, this 15th May 1862.
Edward Orme, R. M.

Informant bound to the Crown, in the sum of 50 *l.*, to give evidence when called upon to do so.

John Tobin. (signed) *E. Orme.*

DEPOSITION of *William Williams*, Steward of the Queen's College, Cork; sworn at the Police Court on the 15th May 1862, before *William Johnson*, Esq., J. P.

Council Room, Queen's College, 15 May 1862.

WILLIAM WILLIAMS:—I am the steward of the college; at seven o'clock last evening, I went through the western wing of the college buildings, and locked up all the doors, and left all safe. At half past 11 last evening, I went as far as the recess leading to the doors of the Museum of the Materia Medica and laboratory, and observed nothing unsafe or insecure. I was called up at 10 minutes past six this morning by Timothy Byrne, a warder of the county prison, who told me the college was on fire; I went at once to the laboratory, the door of the cabinet of the Materia Medica was on fire; went up to the corridor to Mr. England's room, saw about two dozen lucifer matches in the centre of some burnt paper; this was 20 minutes past six; the door was charred about the breadth of my hand. I then went to the President who came at once to the place.

(signed) *William Williams.*

Taken and sworn before us, in the borough of Cork, this 15th May 1862.

(signed) *William Johnson*, J. P.

Deponent binds himself, in the sum of 1,000*l.* to the Queen, to give evidence when called on.

(signed) *William Williams.*

DEPOSITION of *Edward G. Walsh*, of 15, Abbey Mount, St. Tuin Barrs, Cork, Papermaker; sworn at the Police Court on the 16th May 1862, before *William Johnson*, and *Charles J. Cantillon*, Esqrs., J. P's.

THE information of Edward G. Walsh, of 15, Abbey Mount, St. Tuin Barrs, Cork, papermaker, on oath, saith that between six and seven o'clock on yesterday morning, the 15th May 1862, having heard that the college was on fire, I went to the Queen's College. I went into the corridor, and I saw the second door on the left charred and blackened, and a small portion of the bottom had a black and burnt appearance, and was burnt. It was evident that an attempt had been made to burn it; any person looking at the door would have noticed it. It struck me at once, it was burned about six or seven inches from the bottom, that is, the flame ran from the bottom about that height. I put my stick to the burnt portion of the door, it fell off in ashes; I thought then it was tarred or pitched, but I have since thought that the melting or burning of the varnish or paint on it would have given it that appearance; it was quite black; any person must have seen that an attempt was made to burn the door.

(signed) *Edward G. Walsh.*

Taken and sworn before me, in the borough of Cork, this 16th May 1862.

(signed) *William Johnson*, J. P.
Charles J. Cantillon, J. P.

Informant acknowledges himself bound to the Crown, in the sum of 50*l.*, to give evidence whenever he may be called on or required to do so.

Edward G. Walsh. (signed) *Charles J. Cantillon.*

DEPOSITION of *Timothy O'Leary*, of the Queen's College, Cork, Firelighter; sworn at the Police Court on the 15th May 1862, before *Edward Orme*, Esq., R. M.

TIMOTHY O'LEARY, firelighter in the college:—No fire in the Museum of the Materia Medica since the 3d May; the mark of burning could not have been on the door without my observing it, and I did not observe it before this day.

(signed) *Timothy O'Leary.*

Taken and sworn before us, in the police court, borough of Cork, this 15th May 1862.

(signed) *Edward Orme.*

Deponent acknowledges himself bound, in the sum of 50*l.*, to prosecute and give evidence when called on.

Timothy O'Leary. (signed) *Edward Orme.*

DEPOSITION of *Garrett Parkinson*, Sub-Inspector of Constabulary, Cork; sworn at the Police Court, the 17th May 1862, before *Edward Orme*, Esq., R. M.

THE information of Garrett Parkinson, sub-inspector of constabulary, Cork, on oath, saith:—That about seven o'clock a.m., on the 15th May instant, I arrived at the Queen's College, Cork; it was then on fire. My attention was directed to some half-consumed matches that were beneath three of the doors in the western wing of the building; I closely examined the three doors. At the door in the southern end of the western wing, I found that a burnt portion of a match was fixed or inserted between the joinings of the door, within about half an inch from the bottom, and the sulphurous part was outwards; about an inch at each side of the match was charred. At each of the three doors at which I saw the matches, the floor beneath was timber; the door at which I saw no matches, in the same line, had a stone staircase. When I arrived there, the fire appeared to be confined to the one department, that is, the one into which the fifth door from the southern end of the western wing led. I saw burnt paper at the bottom of the door next to the burning door, that is, to the south of it.

(signed) *G. Parkinson.*

Taken and sworn before us, in said borough, this 17th May 1862,

(signed) *Edward Orme.*

Informant binds himself in 50*l.* to prosecute when called on.

(signed) *G. Parkinson.*

INFORMATION of *James Vickers*, Constable; sworn at the Police Court, on the 17th May 1862, before *Edward Orme*, Esq., R. M.

THE information of James Vickers, constable, on oath, saith:—That on the morning of the 15th May 1862, on my arrival at the Queen's College, Cork, at about ten minutes to seven o'clock, I met the President, Sir Robert Kane; he pointed out to me a quantity of matches, about a dozen, lying (partly burned) close to the bottom of a door at the extreme left of the western wing of the building. I examined the door; it was not then on fire, but over the place where the matches were lying the burning from the flame was visible—it was so charred over the place where the matches were lying; that door was removed, and Dr. Blyth, in my presence, marked it. I examined two other doors; one of them was the next to the door above mentioned; it was charred and burned in a similar way, over where matches were also lying. On the fourth door from the extreme left, I also saw the door had been burned in a similar way; I saw portions of burnt brown paper under that door. I examined the cellars, and saw no sign of fire in them. When I arrived, the only room on fire was that to which the third door at the south side of the western wing led. From what I have stated, and from what I saw, I have no doubt but that the burning was wilful or malicious.

(signed) *James Vickers*, Constable.

Taken and sworn before me, in said borough, this 17th day of May 1862,

(signed) *Edward Orme*, R. M.

INFORMATION of Dr. *Bullen*; sworn on the 29th July 1862.

Borough of Cork to wit.

I, DENIS BRENNAN BULLEN, of Camden Place, in the said borough, Medical Doctor and Dean of the Faculty of Medicine, Queen's College, Cork, make oath and say:—That on Monday the 14th of May 1862, at 12 o'clock, noon, I went to the said college to see Sir Robert Kane; and before calling at his house, I went into the Materia Medica Museum, where I had been in the habit of making preparations for my lectures, which terminated on the 1st day of May last. The door of the museum was locked when I arrived there, but Williams, the steward, came up in a few moments afterwards with the key and opened the door. I then went into the museum, and looked about to see that everything was in order. The room was in order; but I observed that on an open shelf over the door, at least a dozen large glass jars were placed containing pathological specimens preserved in spirits of wine, which specimens had been brought down from the Pathological Museum for illustrating the last lecture that I had delivered in that department and part of the college. It was Williams the steward's business to direct the medical porter to carry these jars back again to the Pathological Museum. I did not feel myself called upon at that moment to make any remark upon the fact that these jars had

not been carried back because, early in the session, I had officially reported to the President upon the extremely defective accommodation which had been provided for carrying on the business of the medical department of the college; and, moreover, these preparations would be required for my lectures in the next session. I then called upon Sir Robert Kane, to take leave of him, it being well understood throughout the college that he was about to resign the presidency; and having seen him, we had a lengthened conversation respecting the state of the college, and of the education question. Amongst other things he informed me that he was to leave Cork by the 10 o'clock train next morning, go direct to London to place his resignation in Sir Robert Peel's hands, and that on the Saturday then following all official connexion between the Cork College and himself would be at an end.

I further swear that on the morning of Thursday the 15th of May, at nine o'clock, I received a note from Sir Robert Kane, requesting me to attend at an immediate meeting of council, to consider the circumstances of the fire, the college being then burning. I went to the council, took part in the proceedings of the council, and heard the depositions that were taken down from the respective persons who had directed their attention to the origin of the burning. I say that I have reason to know a strong impression has for some time existed amongst some of the porters of the college, that if Sir Robert Kane ceased to be President, they would be immediately dismissed from their situations. The statutes vest, absolutely, in the President the nomination and control of the porters. I also say that, some days after the fire, I made a minute examination of the ruins. Between the stone corridor of the cloisters and the door of the Materia Medica Museum, in which the fire originated, there was a narrow passage with a wooden floor; this wooden floor was charred, and parts of some of the boards remained partially consumed and blackened by fire. On closely inspecting portions of this floor I saw visible marks as if an inflammable fluid had leaked out from under the said door, making a defined mark on the floor, and as if, when that part of the floor took fire, this impregnated portion burned through, making a large hole in the boards. I showed these marks to Professors Jack and Barry, to Mr. Kenny the Registrar, and afterwards to Professor Blyth. Being struck by these appearances, I inquired amongst my acquaintances at Sunday's Well, from which place there is the most complete run of the college buildings, whether any of them had seen the breaking-out of the fire. One lady who lives directly opposite the college informed me that she got up that morning to look after one of her children, and saw by her watch that it was exactly half-past five o'clock; that she then called her child's maid, and they both looked out of the window. They could distinctly see the college, and there was not then any trace of smoke out of any of the chimneys or of any other portion of the said college. That about a few minutes before six o'clock same morning she stated to me they saw a burst of smoke come out of a chimney, and soon after saw flames break out. Another lady, who lives in the same neighbourhood, informed me she got up the same morning a few minutes before six o'clock, and saw the smoke suddenly rush from the chimney, followed by flame. I say that, taking these appearances into consideration, and having maturely weighed in my own mind the depositions and informations already sworn to, I am of opinion the college was set on fire, between half-past five and six o'clock on that morning, by some person intimately acquainted with the interior of said college, and who had an intimate knowledge of the peculiar matter contained in the Materia Medica Museum; that he had access thereto without apprehension of being detected, and entered and went into the said room by ordinary means, thereby evading discovery. That the floor of the Materia Medica Museum was covered by cocoanut matting, which does not blaze and break out into flame when ignited, except when it is impregnated by some inflammable liquid material; that there was at least six gallons of spirits of wine in the pathological preparations over the door, as already stated, and the materials of the Materia Medica Collection consisted of preparations containing from 30 to 40 gallons of spirits of wine, besides various other inflammable substances, as essential oils, balsams, resins, and such articles; and, moreover, there were manuscripts and paper diagrams in the presses. It was only necessary to place the papers on the floor, pour over them the contents of a few of the jars with spirits of wine, apply an ignited lucifer-match, lock the door, when every condition is satisfied, as stated in the testimonies already given. I say that I carefully examined the apparent attempts made to ignite the doors in the corridor by placing matches under them, and I am convinced these matches were placed under these doors by the incendiary with a design to direct attention from the real origin of the fire, and make it appear as if the crime had been committed by some person who got access to the college from without during the night, and kindled the fire by putting matches under the doors.

(signed) *Denis Brennan Bullen*, M. D.

Taken and sworn before me, in the borough of Cork, this 29th July 1862,

(signed) *Edward Orme.*

Informant hereby acknowledges himself bound to the Crown in the sum of 50 *l.*, conditioned to give evidence when called on or required to do so.

(signed) *Denis Brennan Bullen.*

INFORMATION of *John Walsh*; sworn on the 29th July 1862.

Borough of Cork to wit.

I, JOHN WALSH, of No. 42, College-road, in the city of Cork, porter, in the department of the medical faculty at the Queen's College, Cork, in the said borough, make oath and say:—

That I am employed as porter in the foregoing department of the Queen's College aforesaid since its opening in the year 1849, and the reason I have not come forward before is the fear of losing my situation, and that we would have been all turned out of the college.

I remember the morning of the fire; it was on Thursday morning, the 15th of May last. I say that on the day before (that is, on Wednesday, the 14th of said month) I met William Williams, the steward, in the museum of the college, a little after four o'clock p.m., and having observed some holes burnt in the flooring of the museum opposite two of the fireplaces, which holes appeared to have been done with a large poker, I then said to Williams, "Is it not a shame for any person to be burning the boards of the museum with a red-hot poker?" Williams denied it, and said it was done by the coals from the fire; and he then went for the carpenter, who was at work in his own workshop below stairs, and brought him up and showed him the holes I referred to; and the carpenter said to Williams, in my presence, that they were done with a poker and were quite fresh. The carpenter then went away, and after he left I again repeated to Williams that it was a shame to have the boards of the museum in that way; and he said to me, in an under tone of voice, "The college will be burnt, and the Board of Works will build it up again." It being then after four o'clock, I went home to dinner.

I also say, that as I was going to the museum a little before four o'clock, on passing through the corridor, I observed the door of the Materia Medica Department opened. I then saw the steward, Williams, at the open space under the tower. I stated to him that the door was opened, and asked him where the key was; to which he replied that he did not know. I then went into the office to search for the key; he followed me in, and without any delay took it from amongst other keys and handed the key to me, saying, "Here it is; Dr. Bullen was in there." I went then and locked the door, and returned the key to its place in the office in Williams' presence; and I then went to the museum, as I have before stated.

I say that after going home to dinner I did not return to the college until next morning, after six o'clock. My child died of measles, and I remained up with a few friends at the wake, and did not see or hear of anything further until, shortly after getting into bed, a woman named O'Driscoll, who lives in upper apartments in the same house with me, called out and said there was a large heavy smoke out of the college: the college can be seen from her room, but not from mine, which is on the ground-floor.

In a few moments afterwards she cried out the college was on fire, and I then rushed out of bed, ran down to the college, and saw it on fire. The first person I saw was Dr. Ryal's servant, and on my arrival I saw Sir Robert Kane at the tower. The turnkeys from the county gaol were there. The flames were then issuing out. The doors were all locked. Dr. Ryal's servant woman required of Williams, and so did some of the turnkeys, to open the doors at once or that the entire college would be burnt; he said something to the effect that he did not know where the keys were, and that there was no fear that the fire would reach far. The Materia Medica Department was the one then on fire, which contained all the inflammable matter, such as spirits of wine: this is the room which I called Williams' attention to about four o'clock the day before. I and my family are on the best terms with Williams since August 1860, when he and I had some slight difference, but none whatever since then.

(signed) *John Walsh.*

Taken and sworn before me, in the city of Cork, this 29th July 1862.

(signed) *Edward Orme*, R. M.

Informant bound, &c. &c. in 50*l.* to give evidence when called on.

(signed) *John Walsh.*

INFORMATION of *John Tobin*; sworn on the 29th July 1862.

Borough of Cork to wit.

I, JOHN TOBIN, of the Queen's College, Cork, in the said Borough-gate, porter at said college, make oath and say:-That I have been since the month of November 1849, employed as gate porter at said college, and have been living in the lodge at the front gate there since February 1850. I say that William Williams, the present steward in the college, was at first servant to Sir Robert Kane, and having got married to Lady Kane's maid, he was subsequently appointed a porter in the college, and that a person named Cunningham was then steward there. I say that some time afterwards Cunningham was dismissed, and Williams was appointed steward in his stead, and has continued so since his appointment; that he, Williams, resides in the College-buildings, and has charge thereof, and of all property within the walls, and I say he has frequently stated to me that in discharge of his duty as such steward or caretaker, he was necessarily obliged to be up late and early at two, three, and four o'clock in the morning. I remember the morning of Thursday, the 15th of May last, the morning of the fire at the college; my wife and child were at John Walsh's child's wake that night; she was not to return home that night, as after I locked the back gate she had no way of getting home, unless she went round through the town. I say that about ten minutes past six o'clock on that morning, I was awoke by two turnkeys at the county gaol, who knocked at the gate and gave the alarm that the college was on fire. I instantly directed them to knock up Williams, the steward, whilst I was dressing. I arrived up immediately after them, and saw the turnkeys, Byrnes and Sweeny under the tower, and Williams in the corridor opposite his own residence, partly dressed. Byrnes, Sweeny, and myself ran towards the Materia Medica Department, through the corridor; Williams did not accompany us. We saw no appearance of flames, but immense smoke there, and we ran round to the back of the western wing to see where the smoke was issuing from. I then saw the smoke rushing in volumes from the back window of Dr. O'Leary's room, which is the materia medica room mentioned before. Byrnes, Sweeny, and I returned, and in the tower space found Williams there dressed; Byrnes then said I should go as quick as possible and report the matter to the next police stations, and to have engines and men sent up at once. I asked Williams if I was to do so, and he said to be sure at once. I ran off as fast as I could to the police station in Great George's-street, reported the case there, and I did the same at the Tuckey-street police station. I met Sweeny on my return, and we went to Mr. Ring, the corporation superintendent, and reported the same. When I returned, Dr. O'Leary's room was all consumed, and a number of men were bringing buckets of water; I went then, and saw the state of Mr. England's room. When I was sent off to report the case at the police stations, I gave the keys to the turnkey Byrnes to open the back gate. Williams has always had the charge and possession of the keys of every department of the college since he was appointed steward, and I know him to have and use a skeleton key which opened all the doors therein, except the library and examination hall, or such doors as were usually left open with the keys left in them. I heard that, in some days after the fire took place, a pistol was found in a room underneath Dr. O'Leary's, and that it was given by Walsh, the carpenter, to Williams, and by him given to Mr. Kenny, the registrar, but I do not know anything of it, only what I heard.

(signed) *John Tobin.*

Taken and sworn before me, in the borough of Cork, this 29th July 1862.

(signed) *Edward Orme.*

Informant hereby acknowledges himself bound to the Crown in the sum of 50 *l.*, conditioned to give evidence when called on to do so.

(signed) *John Tobin.*

DEPOSITION of *Timothy Byrne*; sworn on the 31st July 1862.

Borough of Cork to wit.

I, TIMOTHY BYRNE, one of the turnkeys employed at and residing in the gaol of the county of Cork, make oath and say:—That on the morning of the 15th of May, about 10 minutes past six o'clock, my attention was called by William Sweeny, gaol messenger, to a great smoke arising out of the west wing of the Queen's College, Cork, in the said borough. I went immediately to the college in company with William Sweeny, and called Tobin, who was in charge of the front gate, and thence to the steward Williams, who was in bed at the time. Whilst he was dressing Tobin came up, and we went into the

the passage, and from that to the rear of the buildings; and when we came back we met Williams, who was partly dressed at the time. I say the doors were all ———* then, and Williams the steward, as I have heard and believe, had charge of the keys. When we come up Tobin told him (Williams) that the fire was in Dr. O'Leary's room; I advised Williams to send at once for the fire-engines, that there was no time to lose, and give notice at same time to the police, who would direct him where to go for the engines. I say that Williams then sent Tobin as I desired, and was going himself to report the matter to the President, when I told him it was better to send Mrs. Williams, who was dressed in the hall at the time, and suggested that he should open the doors at once to enable us to get to where the fire was. I say that Williams then left where Sweeny and I were standing in the archway, and went to the extreme end of the building, and came back immediately afterwards, and said, "I want you to come with me," when he called my attention to a large number of burned matches in front of Professor England's lecture-room, and said to me, "That looks very suspicious." The matches were then about six inches from the bottom of the door on the stone flag in front; there were about 50, and the ends of them burned. I then again told him to open the doors where the fire was, at the other end of the passage, and that I would go and call the labouring men from the limestone quarry; and at the same time I sent William Sweeny to report the circumstance to Mr. Joyce, the governor of the County Gaol, so that he may send whatever hands could be spared. I say that when I came back from the quarry with the men, the other turnkeys of the gaol and they went for buckets and assisted in shifting the long ladders, so as to get to the rear of the room by breaking through the window. I did not go to the front for some time after I got out the long ladder, and I broke the window in the next room in order to get access to where the fire was, but did not succeed. When next I went to the front of the building, the door was then on fire; and when the President came out, Williams called his attention to the matches, and the attention of the police was also called by him to the matter, and they ought to be able to explain whether the door was so much damaged when first observed. I say that every assistance was given to check the flames, by drawing water from a considerable distance with a few buckets and tin cans, the only vessels that could be provided at the time. Not being able to check the flames, which were then ascending to the upper room, I then advised all the men who were there to commence and save what property we could, as the engines were not coming, and we succeeded in clearing out Dr. Blyth's and Dr. Ryal's rooms; and whilst clearing these rooms I met one of the men employed in the college, Walsh the porter, and said to him, "This is a frightful occurrence." He appeared excited at the time, and said, "There is the fires for them." He mentioned the same on another occasion in presence of one of the turnkeys of the gaol, who was then assisting to clear out the room. I say, that when clearing out Professor England's lecture-room, which was the last cleared of any college property, I did not observe even then any burning on the door, nor did any of the men who were shifting the different articles at the same time. I say it is my belief that if, after the smoke was first observed, the doors were immediately opened and access had to the rooms, the whole of the buildings would have been saved. There was a watertank in the same room, immediately over where the fire was observed, and by cutting the lead pipe which was attached thereto, the fire would have been quenched in a few minutes. I would have stated before what I now state, only expecting that the parties employed in the college would be minutely examined as to the cause of the fire, and that there would be no difficulty in coming at the truth.

(signed) *Timothy Byrne.*

Taken and sworn before me, in the borough of Cork, this 31st July 1862,

(signed) *Edward Orme.*

Informant acknowledges himself bound in 50*l.* to give evidence when called on or required so to do.

(signed) *Timothy Byrne.*

* So in original.

INFORMATION of Professor *Blyth*; sworn on the 7th August 1862.

Borough of Cork, to wit.

I, JOHN BLYTH, of the Queen's College, Cork, in the said borough, Medical Doctor and Professor of Chemistry in said college, make oath and say:—That on the 14th day of May 1862, being the day before the fire took place at the Queen's College aforesaid, I was in the laboratory at said college, between 5 and 6 o'clock on the evening of said 14th of May, having been engaged previously on that day with a college examination in the hall of said college, and I say there was no work performed in the laboratory on that day. I found everything then safe in the laboratory; there was no gas burning there then, and the furnace fire was going out. I possessed nothing in the laboratory that could possibly give rise to spontaneous combustion. I was well acquainted with the materia medica room in said college, and I say that the articles belonging to and usually

employed in materia medica are not of such a nature as to be susceptible of spontaneous combustion. I also say that the cocoanut matting with which the materia medica room aforesaid was then covered, is so sparingly inflammable, that it cannot be set on fire by lighted matches, or a piece of burning paper accidentally thrown upon it; and I say, if the matting were held up and set on fire, by holding a flaming light under it, that it would burn; but even then it is easily extinguished in withdrawing the flame. In fact, it will not burn unless assisted by other ignited combustible matter.

(signed) *J. Blyth*, M. D.,
Professor of Chemistry, Queen's College, Cork.

Taken and sworn before me, in the borough of Cork, this 7th day of August 1862,

(signed) *Edward Orme*, R. M.

Informant bound to our Lady the Queen, in the sum of 50*l.*, to prosecute when called on.

I certify the foregoing to be true and correct copies.

(signed) *H. Humphreys*,
1 April 1864. Clerk to Justices, Cork.

QUEEN'S COLLEGE (CORK).

COPY of Depositions taken before the Justices of the Peace in the Case of the Burning of Queen's College, Cork.

(*Lord Naas.*)

Ordered, by The House of Commons, *to be Printed,*
12 *April* 1864.

194.

Under 2 *oz.*

QUEEN'S COLLEGE (CORK).

RETURN to an Order of the Honourable The House of Commons, dated 25 February 1864;—*for*,

COPY "of all the CORRESPONDENCE and COMMUNICATIONS in possession of the IRISH GOVERNMENT relative to the BURNING of the QUEEN'S COLLEGE, CORK."

(*Lord Naas.*)

Ordered, by The House of Commons, *to be Printed*, 18 *April* 1864.

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COPIES of all the CORRESPONDENCE and COMMUNICATIONS in possession of the IRISH GOVERNMENT relative to the BURNING of the QUEEN'S COLLEGE, CORK.

The President of the Queen's College, Cork, to the Under Secretary.

Sir, Queen's College, Cork, 15 May 1862.

I HAVE the honour to report, for the information of his Excellency the Lord Lieutenant, that about six o'clock this morning a fire was observed in the room of the Materia Medica Museum, which spread so rapidly, in spite of all the exertions made to arrest its progress, that the entire of that (west) wing of the College was destroyed, only the walls being left standing. Fortunately the fire was arrested by the Gate Tower, and all the parts of the College to the east of the tower, including the Libraries, Natural History Museums, Examination Hall, and other buildings, remained perfectly safe. The building of the Medical Faculty is also untouched. The collections of physical and chemical apparatus, although contained in the part of the building destroyed, were removed by timely exertion in perfect safety.

The College Council held at once an inquiry into the origin of the fire, in which they were assisted by Mr. Orme, R.M. From the evidence, there is no doubt but that the fire was malicious, and was contrived with elaborate ingenuity. Attempts were made to set on fire, by means of heaps of matches, paper, and in one case apparently tar, four separate doors on the cloisters of the west wing, which is open and accessible to the College-square. In three of those cases, the heaps of combustible burned out after only charring the doors to a small extent; but in the fourth case, that of the Materia Medica room, the fire caught and spread into the room. The ceiling and roof being continuous from end to end of that wing, the extension of the fire was extremely rapid.

Great difficulty was at first found in obtaining a supply of water, but after some time engines and water were abundantly obtained and worked with very useful effect.

The Council having concluded that the fire was, beyond doubt, malicious, I communicated, at their request, with the Local Crown Solicitor, Mr. O'Connell, and at 3 o'clock an inquiry was held at the magistrates' office, at which informations were formally sworn. Mr. Orme and Mr. O'Connell will, of course, report on their own behalf, and I have now the honour to enclose copies of such of the informations as I could obtain copies of before post hour. The others shall be forwarded in due course.

Mr. O'Connell, Crown Solicitor, has requested me to represent the necessity of having a large reward at once offered, in order to obtain the conviction of the authors of this outrage. He states his belief that if a reward sufficient to provide for a family out of this country, say 500*l.*, be offered, he thinks that evidence would probably be obtained which would serve to prevent such outrages in future. On this point, therefore, I beg leave to request that you may communicate with him or with Mr. Orme.

The College property destroyed, independent of the building and fitments, is as follows, so far as I have as yet ascertained:—

1. The Museum of Materia Medica.
2. The Pathological Museum.
3. The greater part of the collection of objects of Classical Art.
4. The Models and Instruments of the Engineering School.
5. Some Maps and Plans.
6. The Collection of Specimens of the Professor of Agriculture.

Fortunately, as the Session was within a short time of the closing of the lectures, no material interference will occur in the educational business of the College. The examinations which would have principally occupied the remainder of the Session will be carried on in the ordinary way.

 I beg

I beg to state that all the officers and porters, and also the students of the College, exerted themselves in the highest degree for the preservation of the College property, and that we are much indebted to the military, under Colonel Smith; the constabulary, and the officers of the county gaol which adjoins the College, afforded most useful aid also.

I have, &c.
(signed) *Robert Kane*, President.

Major-General Sir Thomas Larcom, K.C.B.,
Under Secretary.

OFFER OF REWARD.

QUEEN'S COLLEGE, CORK.

THE President, Vice-President, Professors, Officers, Graduates, and Students of the Queen's College, Cork, hereby offer a reward of 150*l.*, in addition to the reward of 100*l.* offered by the Government, for such information as shall lead to the discovery and conviction of the person or persons guilty of the late malicious firing of the Queen's College, Cork.

(signed by order of the President)
19 May 1862. *Robert J. Kenny*, Registrar.

Denis Brenan Bullen, Esq., M.D., to the Under Secretary.

Sir, Cork, 4 Camden Place, 1 August 1862.

THE Local Crown Solicitor having forwarded to Government my sworn depositions concerning the fire at the Queen's College, Cork, I now feel it my duty to put before you the enclosed Minutes of Evidence relative to the communication, which I had the honour of addressing to the Lord Lieutenant on the 14th of May.

I am, &c.
(signed) *Denis Brenan Bullen.*

To Major-General Sir Thomas Larcom, K.C.B.,
Under Secretary, Dublin Castle.

(Enclosures.)

MINUTES having reference to the Communication which I addressed to his Excellency the Lord Lieutenant on the 14th May 1862.

In October last I enclosed to Sir Robert Kane, Dublin, the following letter for Sir Robert Peel, with a request that he would place it himself in the hands of Sir Robert Peel.

Sir, 4 Camden Place, Cork, 19 October 1861.

Government having announced an intention of founding a Fourth Queen's College in Dublin, and as I presume, Sir Robert Kane, from his pre-eminent abilities and long-tried services in the cause of united education, will be placed at the head of the Metropolitan Institution, may I respectfully lay my name before you for nomination to the Presidency of the Cork College in the event of the office becoming vacant.

My claims are entirely grounded upon the part that I have taken in forwarding every Educational movement in the south of Ireland for many years; and should I be selected the successor of Sir Robert Kane, you may be assured I shall endeavour, by a faithful and zealous execution of duty, to promote the advancement of the College.

I have, &c.
The Right Honourable Sir Robert Peel, *Denis Brenan Bullen.*
Chief Secretary, Dublin Castle.

Some days after, Sir Robert Kane wrote me as follows:—

(Most confidential.)

Department of Science and Art, Museum of Irish Industry,
My dear Bullen, Stephen's Green, Dublin, 21 October 1861.

I am very glad to find you disposed to act in the matter of your letter. I think it would be by far the best for the interests of Education, and of the College, andI shall be happy

happy to promote its success by every means in my power. You will easily understand, however, that I can do more by the application not going in through my hands, especially as you have been so kind in your allusion to my name. I would, therefore, suggest that you should send it in direct to Sir Robert Peel, through Dr. Lyons, or Beamish, and get them to write to him. Some reference or inquiry would then naturally be made to me, and I would have the opportunity of saying what I think without any drawback on my personal intimacy or friendship for you. I therefore return the enclosed, but hope to hear of its receipt at head quarters before long.

Believe me, &c.

Dr. Bullen, Camden Place, Cork. *Robert Kane.*

Upon Sir Robert Kane's suggestion, I requested Lord Fermoy to forward my letter to Sir Robert Peel, and his Lordship afterwards informed me he got a letter from Sir Robert Peel, stating that I had anticipated matters, and my application was premature.

May 14th 1862, 12 o'clock noon.—Called to the College to take leave of Sir Robert Kane, who had arrived from Dublin two days before. It was generally understood throughout the College that Sir Robert Kane was going to resign the Presidency. Mr. Fitzgerald, the bursar, was in the room with him engaged on business. Mr. Fitzgerald having left us together, I asked Sir Robert, what about the Fourth College? He replied, "The Ultramontanes and Trinity College are too strong for us at present, but that he would be a match for them yet." I then asked him to tell me what he intended doing with regard to the discussion in the House of Commons upon Mr. Adderley's motion relative to his holding the two offices? He said, "Mr. Cardwell had treated him very badly, and the Government did not sustain him as they ought to do; but he could expect nothing better from Lord Carlisle, Mr. Cardwell, and Chancellor Brady, as they and Alexander M'Donnell were subservient to the Ultramontanes. They wanted to get him out of the way, but as long as he held his own in Dublin, and commanded the support of the great statesmen of England, Sir Robert Peel, Lord Clarendon, and Mr. Gladstone, he did not fear their worst." I then inquired respecting his resignation of the Presidency? He replied, "He had made up his mind, after Mr. Cardwell's conduct, to go straight to London by the morning train next day (Thursday), place his resignation in Sir Robert Peel's hands, and that, on Saturday, all official connection between the Cork College and himself would be at an end." I then referred to my letter to Sir Robert Peel in October last relative to my being his successor. He said, "I was now free to do as I liked." We then discussed the state of the College and of the Education question. I said, "The Queen's Colleges should no longer be held up as a taunt and a defiance to the Catholic Church, and if I applied for the Presidency, I would endeavour to bring about a more friendly feeling between the Government and the Roman Catholic prelates; that I was determined to act in the spirit of the letter, I had written to the Right Rev. Dr. Delany in 1850, and which he, Sir Robert Kane, had read at the time." Sir Robert Kane answered me, "That I may act as I pleased, but nothing would induce him to yield an inch to the Ultramontanes." I then asked him what he intended doing about the people at the Castle; would he call there with his resignation on his way to London? He said, "No, I will not go near them. I shall place my resignation in Sir Robert Peel's own hands."

When I was driving home from the College, after this conversation, I could not help thinking, as the discussion in the House of Commons upon O'Connor Don's motion was expected from day to day, that Sir Robert Kane contemplated using influence with Sir Robert Peel to lead the Chief Secretary into making a strong demonstration against the Ultramontanes, the result of which would be to render it an impossibility ever to effect an amicable settlement of the educational questions in dispute between the present Government and the Roman Catholic members of Parliament. Acting upon the conviction, I hurried home and prepared the communication of the 14th May, which I forwarded to his Excellency's private secretary by that evening's mail.

Next morning, at six o'clock, the College was set on fire.

CORRESPONDENCE.

4 Camden Place, Cork, 14 May 1862.

DOCTOR BULLEN presents his compliments to the Private Secretary, and requests he will do him the favour of laying the enclosed communication before his Excellency.

To the Private Secretary, Vice Regal Lodge, Dublin.

LETTER to the Lord Lieutenant.

"To his Excellency the Earl of *Carlisle.*

"My Lord, "Cork, 14 May 1862.

"SIR ROBERT KANE has just informed me that, before many days, the Presidentship of the Queen's College, Cork, will be at your Excellency's disposal. Being at liberty to seek the office, may I beg your Excellency will allow me to lay before you privately the enclosed document. One is a letter which I addressed to the Right Rev. Dr. Delany in

1850, on the promulgation of the Decrees of the Synod of Thurles. The other is a pamphlet by my friend, the late Sir Thomas Wyse, in the compilation of which I took an active part. Your Excellency will observe some passages in Sir Thomas Wyse's speech, marked in the margin. These passages express the principles and policy in regard to academical education, which form special subjects of reference in my letter to the bishop. During the many years that Sir Thomas Wyse and I acted together in developing the present system of education in Ireland, we always succeeded in gaining the countenance and co-operation of the Roman Catholic prelates, with whom we were connected. When, however, the Colleges Act passed into law, and the whole education movement had been taken out of our hands, it was then these institutions, originally intended as a boon to the Roman Catholics of this country, were made subjects of polemical discussion and religious contention. I am anxious, my Lord, for an official station where I may be instrumental in giving effect to the policy of my lamented friend, and to the views on education which I now venture to bring under your Excellency's notice. Should the Government appoint me, no exertion of mine shall be spared to conciliate all classes, and conduct the affairs of the College in a spirit of good-will towards my colleagues.

"I have, &c.
"*Denis Brenan Bullen.*"

The Under Secretary to Dr. *Bullen.*

"Sir, "Dublin Castle, 16 May 1862.
"I AM directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 14th instant, with its enclosures, respecting the office of President of the Queen's College, Cork; and I am directed to acquaint you that his Excellency has received no intimation of the resignation to which you advert.

"I am, &c.
"Denis B. Bullen, Esq., M. D." "*Thos. A. Larcom.*

The Under Secretary to Dr. *Bullen.*

Sir, Dublin Castle, 4 August 1862.
I HAVE to acknowledge the receipt of your letter of the 1st instant, and enclosures which have been laid before the Lord Lieutenant.

I am, &c.
Denis B. Bullen, Esq., M.D., (signed) *Thomas A. Larcom.*
4, Camden Place, Cork.

The Under Secretary to Dr. *Bullen.*

Sir, Dublin Castle, 4 August 1862.
I AM directed by the Lord Lieutenant to acquaint you that it is reported to his Excellency that you desire to make a communication relative to the fire at Cork College, which you do not wish to communicate to the local authorities, and I am to request that you will call on Sir H. Brownrigg, who is a magistrate for all Ireland, and will receive your communication.

I am, &c.
Denis B. Bullen, Esq., M.D., (signed) *Thomas A. Larcom.*
Queen's College, Cork.

Dr. *Bullen* to the Under Secretary.

Sir, 4 Camden Place, Cork, 5 August 1862.
I HAVE received your letter of the 4th instant, intimating "it is reported to the Lord Lieutenant, that I desired to make a communication relative to the fire at the Cork College, which I did not wish to communicate to the local authorities." The enclosed letter written to me by the Local Crown Solicitor will explain the circumstances which induced Mr. Orme to consider it better, I should myself communicate directly with Government.

In

In conformity with the suggestions of Mr. O'Connell and Mr. Orme, I forwarded to you on the 1st instant the communication in question, receipt of which you have done me the honour to acknowledge.

I am, &c.
(signed) *Denis B. Bullen*, M.D.

To Major General Sir Thomas Larcom, K.C.B.
Castle, Dublin.

The President, Queen's College, Cork, to the Under Secretary.

Sir, Queen's College, Cork, 2 October 1862.

THE application to the Recorder and the Corporation of Cork in reference to the late fire at this College having been closed on technical grounds without any exposition of the facts, I find it my duty, as President, to make inquiry into the conduct of certain porters and officers of the College with reference to the circumstances of the fire, and I therefore beg leave to apply to you for copies of all such informations and depositions as were made by any porters or others belonging to the College regarding the fire, and which are in possession of the Local Crown Solicitor or Law Officers of the Crown.

I have, &c.
(signed) *Robert Kane*,
President of Queen's College, Cork.

The Under Secretary,
Dublin Castle.

The Under Secretary to the President, Queen's College, Cork.

Sir, Dublin Castle, 9 October 1862.

REFERRING to your letter of the 2d instant, I transmit herewith copies of the several informations, &c. with respect to the fire at the Queen's College, Cork, but I am at the same time to suggest that, as it is under consideration whether it may not be right to appeal against the decision of the Recorder, it would be advisable that you should defer any other inquiry till a conclusion is come to on that point.

I am, &c.
(signed) *Thomas A. Larcom.*

Sir R. Kane, President,
Queen's College, Cork.

The President, Queen's College, Cork, to the Under Secretary.

Sir, Queen's University Office, Dublin, 2 July 1863.

IN reference to Mr. Hennessy's statement in the House of Commons, that he had been informed by a Professor that Queen's College, Cork, was set on fire by an official of the College, and that depositions to such effect by the Professor were in the hands of the Government, I beg to state that Mr. Hennessy has avowed to me that his informant was Dr. Denis Bullen, Professor of Surgery in Cork College.

It has also been announced in the Cork newspapers that Dr. Bullen was Mr. Hennessy's informant.

Having had occasion, when conducting an inquiry at the College, to examine Dr. Bullen's depositions, I am aware that they contain nothing whatsoever to justify his statement to Mr. Hennessy, and that they consist merely of rambling and inconclusive speculations, destitute of any basis in fact; that consequently, under ordinary circumstances, they would not deserve any attention.

Great injury has, however, been caused to the character of the officers of the College and of the Government by the persistent circulation and repetition of Dr. Bullen's statement, that his depositions contain important facts which the Government is supposed for some purpose or other to keep back.

The Government is accused that, although informed by Dr. Bullen of the guilty individual, they have screened that individual from justice.

The Government is also accused, that having been informed by Dr. Bullen of who burned the College, and how it was set in fire, they attempted to defraud the

citizens of Cork of 7,000 *l.*, by seeking to recover that sum from the city, while suppressing the information they had received.

The officials of the College of all classes, from the President to the humblest porter, are placed under the vague but most injurious imputation that some one of their number was guilty of that crime, and they are yet deprived of the means of defining the accusation, or of obtaining redress against a groundless and heartless libel.

Under these circumstances I have the honour to request, on the part of my colleagues, the officials of Queen's College, Cork, and in the interests of education and of justice, that his Excellency the Lord Lieutenant may be pleased to direct that I be furnished with a copy *for publication* of Dr. Bullen's deposition or information, or any other documents Dr. Bullen may have sent in to the Government on the subject of the fire at Queen's College, Cork, in order that the public may be able to see what Dr. Bullen has really deposed, and to compare it with the statements he appears to have made to Mr. Hennessy and others.

The matter being urgent, I would beg the favour of the earliest possible reply.

I have, &c.
(signed) *Robert Kane,*
President of Queen's College, Cork.

Major General Sir Thomas Larcom, K.C.B.,
Under Secretary.

The Under Secretary to President, Queen's College, Cork.

Sir, Dublin Castle, 3 July 1863.

I AM directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 2d instant, requesting that you may be furnished with a copy *for publication* of Dr. Bullen's deposition or information, or any other document Dr. Bullen may have sent into the Government on the subject of the fire at Queen's College, Cork; and I am to state that his Excellency cannot consistently with official usage furnish copies of the papers in question.

I am, &c.
Sir R. Kane. (signed) *Thomas A. Larcom.*

Dr. *Bullen* to the Chief Secretary.

Sir, Cork, 4 Camden Place, 7 July 1863.

I BEG leave to enclose a correspondence published by Sir Robert Kane in the Cork newspapers, which has arisen from the following circumstance:—

Last winter Mr. Pope Hennessy dined at my house, and, in the course of conversation, asked me "what I thought of the fire at the College, as he intended to bring the subject before Parliament?" I told him, as I have told everyone who ever asked me the same question, "that after minutely examining all the circumstances, I had come to the conclusion, there was not a shadow of evidence to connect the crime with any person or party outside the College, but that there was a strong case of circumstantial evidence that the incendiary is an official." Without any authority from me, Mr. Hennessy made his statement in the House of Commons, and on receiving Sir Robert Kane's letters, the subjoined correspondence took place between Mr. Hennessy and myself.

I have, &c.
To the Chief Secretary, Castle, Dublin. (signed) *Denis Brenan Bullen,* M.D.

(Enclosures).

From *John Pope Hennessy,* Esq., M.P., to Dr. *Bullen.*

(Private).

My dear Dr. Bullen, The Temple, 6 June 1863.

I HAVE been asked by Sir Robert Kane, who is now in London, to tell him the name of the Professor who expressed his opinion to me that the man who set fire to the College

was

was discharging his duties on the spot when I visited it. I have replied that I must decline to do so, unless the Professor in question gives me permission. What shall I do? Whether you consent to let me mention your name or not, you are perfectly safe: for, in the first instance, you will see that I did not name the suspected party; and, in the second instance, there is no chance of your name transpiring unless you wish.

Believe me, &c.
(signed) *J. Pope Hennessy.*

(Private).

From Dr. *Bullen* to Mr. *Pope Hennessy.*

My dear Hennessy, 4 Camden Place, Cork, 9 June 1863.

I DO not wish you to mention my name in connexion with the College, as my depositions and everything I know concerning the fire are officially before the Government. Having gone so far in this matter, you will procure for Sir Robert Kane the information he wants, by moving in Parliament for the depositions taken during the summer before Mr. Orme, the resident magistrate, together with any reports or communications to Government, from individual professors of the College, having reference thereto.

Yours, &c.
(signed) *D. B. Bullen.*

(Private).

From Dr. *Bullen* to Mr. *Hennessy*, after Sir Robert Kane had published his Letter of 19th June.

My dear Hennessy, Cork, 26 June 1863.

As Sir Robert Kane desires the production of all the documents connected with the burning of the College, you are at liberty to enclose him, privately, a copy of my letter to you of the 9th instant.

Yours, &c.
John Pope Hennessy, Esq., M.P. (signed) *D. B. Bullen.*

The Under Secretary to Dr. *Bullen.*

Sir, Dublin Castle, 9 July 1863.

I AM directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 7th instant, enclosing a correspondence published by Sir Robert Kane in the Cork newspapers.

I am, &c.
Denis B. Bullen, Esq. M.D. (signed) *Thomas A. Larcom.*
Camden Place, Cork.

Dr. *Bullen* to the Chief Secretary.

Sir, 4 Camden Place, Cork, 9 July 1863.

ON the 7th instant I forwarded to the Castle a correspondence, which had been published by Sir Robert Kane in the Cork newspapers. The allegations in these letters render it imperative on me to place before you the whole of my conversations with Sir Robert Kane relative to the burning of the Queen's College.

In the event of legal proceedings, I am ready to make an affidavit of the enclosed communication.

I have, &c.
(signed) *Denis Brenan Bullen,* M.D.

MEMORANDA of Conversations with Sir *Robert Kane,* copied from Dr. *Bullen's* Commonplace Book.

Wednesday, 14th May, 1862.—Called at the College to take leave of Sir R. Kane. Before going to his house, went to the Mat. Med. Museum; found it locked. Williams came up with the key; opened it; room in order; on the shelf over the door were stowed away

the Pathol. Spec. from my last lecture; found Fitzgerald in conference with Sir Robert; he left us together; asked Sir R. about the fourth College; he said the Ultramontanes and Trinity College were too strong at present, but he would be a match for them yet. I then asked him to tell me what he intended doing with regard to the discussion of Adderley's motion in Parliament. He said—Cardwell had treated him very badly, and Government did not support him as they ought; but he could expect nothing from Lord Carlisle, Cardwell, and Chancellor Brady, as they, with Alexander M'Donnell, were subservient to the Ultramontanes. He went on to say—But Sir Robert Peel has been sent to Ireland to back him in smashing the miserable coquetting that has been going on between Lord Carlisle and Doctor Cullen about the Catholic University; that Lord Carlisle and his party wanted to get him (Sir R.) out of the way: but as long as he could hold his own in Dublin, and command the support of Sir Robert Peel, Lord Clarendon, Mr. Gladstone, and the great statesmen of England, he did not fear their worst. I then inquired respecting his resignation of the Presidency. He said he had made up his mind, after Cardwell's conduct, to go direct to London by 10 train next day, place his resignation in Sir Robert Peel's hands, and on Saturday succeeding all official connexion between the Cork College and himself would be at an end. I then referred to my correspondence with Sir Robert Peel, in October, relative to being his successor in the Presidency. He replied, I was now free to do as I liked. We then discussed the state of the College, and of the Education question. I said the Queen's Colleges should no longer be held up as a taunt and a defiance to the Catholic Church; that Lord Palmerston would never stand to these Colleges if they were the means of losing him all the Catholic votes; and if I applied for the Presidency, I would endeavour to bring about a more friendly feeling between Government and the Irish prelates, and would act in the spirit of the letter I had written to Doctor Delany in 1851, which he (Sir Robert) had read at the time. Sir Robert told me I may do as I liked, but nothing would induce him to concede an inch to the Ultramontanes. I then asked, What about the people at the Castle; did he intend to call there on his way to London with his resignation? He said, "No, I will not go near them; I shall put my resignation into Sir Robert Peel's own hands."

When I was leaving the room he said—"Bullen, if you want the Presidency, get the Rev. Dominick Murphy to write a line to the Castle, hinting it would be agreeable to Doctor Delany to have you appointed. That is the way things are done by the Castle people. A priest calls there and says, Doctor Cullen would be pleased if the Lord Lieutenant would do so-and-so. Of course, the thing is done. Such is the way in which Ireland is governed."

College burned the 15th.

Monday, 19th of May.—Sir Robert and Lady Kane called in the evening, after tea, to take leave of Mrs. Bullen and the girls. While the ladies were talking together, Sir Robert and I discussed the College and the fire. He said he was sure the fire was the act of some fanatic, influenced by the ultramontane priests. I replied that, in my opinion, modern fanatics did not burn valuable property for the honour of God—they seemed quite content in dooming eternal souls to fire; that my most intimate friends were amongst the Catholic clergy, who had been loudest in condemning the College, but they had no more to do with burning the College than the Man in the Moon. We then spoke about the distress amongst the artisans, the demands for public works, and the effect produced upon the popular mind by the pastorals of Dr. Cullen and of Dr. M'Hale. Sir Robert said—"You know, Bullen, these pastorals of the ultramontane bishops create feelings amongst the lower orders which encourage the commission of agrarian and other great crimes?" I replied—"Nobody, Sir Robert, deplores more than I do the injuries which political and factious ecclesiastics inflict upon real religion and the best interests of Ireland." Sir Robert then suggested to me that we should draw up a joint report to Government upon the origin of the fire, and attribute the crime to ultramontane influence.

I told him—"Sir Robert, I will do no such thing; and I strongly advise you not to write anything to Government but what you can swear to from your own knowledge."

9th July 1863.—From that hour to this I have not held any private communication, either oral or written, with Sir Robert Kane

4, Camden Place, Cork, 9 July 1863. (signed) *Denis B. Bullen*, M.D.

The Under Secretary to Dr. *Bullen*.

Sir, Dublin Castle, 17 July 1863.

I AM directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 9th instant, with its enclosure, relative to the fire at the Queen's College, Cork; and I am to acquaint you that although his Excellency is at a loss to discover the object with which you have made the communication referred to, yet, as it contains a charge of a very grave character against Sir Robert Kane, namely, that he suggested to you "that you and he should draw up a joint

joint report on the origin of the fire, and attribute the crime to ultramontane influence," his Excellency feels that he ought not to allow such a charge to remain on record without giving an opportunity of defending himself to the person charged; and with that view his Excellency has directed that a copy of your communication shall be furnished to Sir Robert Kane.

I am, &c.

D. B. Bullen, Esq., M.D., (signed) *Thos. A. Larcom.*
4, Camden Place, Cork.

The Under Secretary to the President of the Queen's College, Cork.

Sir, Dublin Castle, 17 July 1863.

I AM directed by the Lord Lieutenant to transmit to you the accompanying copy of a letter, with its enclosure, which have been received from Doctor Bullen, relating to the fire at Queen's College, Cork; and I am to acquaint you that although his Excellency is at a loss to discover the object with which Doctor Bullen has made the communication referred to, yet, as it contains a charge of a very grave character against you, namely, that you suggested to him "that you and he should draw up a joint report on the origin of the fire, and attribute the crime to ultramontane influence," his Excellency feels that he ought not to allow such a charge to remain on record without giving an opportunity of defending himself to the person so charged.

I am, &c.

Sir Robert Kane, &c. &c., (signed) *Thos. A. Larcom.*
Poste Restante, Geneva, Switzerland.

The President of the Queen's College, Cork, to the Under Secretary.

Sir, Hotel de la Couronne, Geneva, 27 July 1863.

ON my arrival here to-day, I had the honour to receive your letter of the 17th instant, enclosing a copy of Dr. Bulien's communication of the 9th July 1863.

I beg to state that his assertion, that I "suggested to him that he and I should draw up a joint report on the origin of the fire, and attibute the crime to ultramontane influence," is utterly false; no such suggestion, and no remark capable of such an interpretation, having ever been made by me to him, or to any other person.

In reference to the other "Extracts from Dr. Bullen's Commonplace Book" which he has submitted for the consideration of his Excellency the Lord Lieutenant, I have had the honour of writing to-day to his Excellency, explaining that I never on any occasion used any such language as could at all justify Dr. Bullen's version of the conversation he pretends to report.

The morality of Dr. Bullen's writing down secretly in a Commonplace Book a calumny, pretending to be a report of a private conversation with the President of the College of which he is a professor, and subsequently forwarding a copy of that libel to the Government, I leave to the consideration of the proper authorities.

I have, &c.

Major General Sir Thos. Larcom, K.C.B., (signed) *R. Kane.*
Under Secretary, Dublin Castle.

The President of the Queen's College, Cork, to His Excellency the Lord Lieutenant.

My Lord, Hotel de la Couronne, Geneva, 27 July 1863.

I RECEIVED to-day, on my arrival here, Sir Thomas Larcom's letter, enclosing copy of a communication from Dr. Bullen, of Queen's College, Cork, in which he describes me as having referred to your Excellency's opinions and conduct in

public matters, in a conversation with him, in a spirit which I entirely repudiate, and in language which I positively deny that I ever used.

I have spoken on educational subjects in private society, on public occasions, and even in your Excellency's presence, freely and openly, my conscientious opinions as to the policy by which the permanent improvement of the country could best be secured: my sentiments are thus, within the limited sphere of my action, perfectly well known; and I beg leave respectfully to assert that I have on all occasions, and at all times, borne my sincere testimony to the great benefits conferred on Ireland by the wise and liberal policy of your Excellency's Government, as well as to the zealous and enlightened patronage which your Excellency has personally afforded to everything that could promote social or intellectual improvement.

I have, &c.

His Excellency the Earl of Carlisle, K. G., Lord Lieutenant. (signed) *Robert Kane.*

The Under Secretary to *Dr. Bullen.*

Sir, Dublin Castle, 5 August 1863.

I AM directed by the Lord Lieutenant to state to you that a copy of your communication of the 9th ultimo having been sent to Sir Robert Kane, a reply has been received from him stating "that your assertion that he suggested that you and he should draw up a joint report on the origin of the fire and attribute the crime to ultramontane influence" is entirely untrue; no such suggestion, and no remark capable of such an interpretation, having ever been made by him to you or to any other person.

It is satisfactory to his Excellency to have received Sir Robert Kane's explicit denial of the charge you have brought against him; and as there appears to be no evidence to sustain it except your own statement, which is thus met by a direct contradiction, his Excellency does not feel that any benefit would be likely to result from directing any further inquiry into the matter.

I am, &c.

D. B. Bullen, Esq., M. D., 4 Camden Place, Cork. (signed) *Thos. A. Larcom.*

Dr. *Bullen* to the Inspector General of Constabulary.

Sir, 4 Camden Place, Cork, 8 August 1863.

WILL you allow me to tender the enclosed information * relative to the burning of the Queen's College, Cork?

* *See* page 14.

At any hour you may be pleased to appoint I shall wait upon you, at your office in the Castle, to prepare and swear my depositions.

I have, &c.

(signed) *Dennis Brenan Bullen.*

To Sir Henry Brownrigg, C. B., Inspector General, Castle, Dublin.

The Inspector General of Constabulary to Dr. *Bullen.*

Constabulary Office, Dublin Castle,

Sir, 11 August 1863.

I BEG to acknowledge the receipt of your communication of the 8th instant, and the document which accompanied it (which is herewith returned), and to inform you that, although I shall be thankful at all times to receive any communication touching charges of a criminal character, I cannot discover anything in the statement in question requiring that I should adopt the unusual course of taking

taking an information on the subject thereof, which should properly be done by the local authorities.

I may at the same time be permitted to observe that the statement itself is of so vague and indefinite a character, charging no one with any specific offence, that I doubt very much whether any magistrate would feel himself warranted in adopting it as an information at all.

I remain, &c.
(signed) *Henry J. Brownrigg,*
Inspector General of Constabulary

To Denis B. Bullen, Esq., M.D.,
Cork.

Dr. *Bullen* to the Inspector General of Constabulary.

Sir, 4 Camden Place, Cork, 13 August 1863.

I HAVE had the honour to receive your letter of the 11th instant with the enclosures.

May I beg you will assure his Excellency that my only object in making my recent communications has been to give Government, confidentially, the fullest and most unreserved information of every circumstance within my knowledge connected with the imputed crime and with Mr. Pope Hennessy's proceedings in the House of Commons ?

I am, &c.
(signed) *Denis B. Bullen,* M.D.

Sir Henry Brownrigg, C.B.,
Inspector General, Dublin Castle.

The President of the Queen's College, Cork, to the Under-Secretary.

Sir, Queen's College, Cork, 23 October 1863.

I HAVE the honour to enclose, for the consideration of his Excellency the Lord Lieutenant, certain documents which were submitted by Dr. Bullen to the governing body of this College, together with copy of a resolution of Council regarding same, and of my letter informing Dr. Bullen on the subject.

I have, &c.
(signed) *Robert Kane.*

Major-General Sir Thomas Larcom, K.C.B.,
Under-Secretary, Dublin Castle.

(Enclosures.)

The President of the Queen's College, Cork, to Dr. *Bullen.*

Sir, Queen's College, Cork, 23 October 1863.

IN reference to your letter of the 22d, enclosing certain documents for the information of the College Council, I beg to transmit to you a copy of a resolution adopted by the College Council in that regard, and to state that I have forwarded your papers to Sir Thomas Larcom, in order that they may receive from Her Majesty's Government proper consideration.

I remain, &c.
(signed) *Robert Kane.*

Dr. Bullen, Queen's College, Cork.

RESOLUTION OF COUNCIL.

THAT the documents placed by Dr. Bullen before the governing body of the College, in compliance (according to his statement) with the President's demand for the production of the information tendered by him to Government relative to the malicious burning of the College, be handed to the President without investigating their contents, as it appears from his letter they have been already under the consideration of the Government, and therefore may properly be left in their hands.

Proposed by Dr. Ryall; seconded by Dr. Blyth.

23 October 1863. (signed) *R. Kane.*

To the President and Council of Queen's College, Cork.

Gentlemen,

Some months ago, when the College was in vacation, Sir Robert Kane called upon me, through the public newspapers, to produce the information I tendered to Government relative to the malicious burning of the College. In compliance with the President's demand, I now beg leave to place before the governing body of the College all the documents which he requires.

I have, &c.

(signed) *Denis Br. Bullen*, M.D.,
Professor of Surgery.

Cork, 22 October 1863.

Deposition of *Denis Brenan Bullen*, M.D., Dean of the Faculty of Medicine, Queen's College, Cork.

That on Wednesday, 14th of May, at twelve o'clock noon, I went to the College to see Sir Robert Kane; that before calling at Sir Robert Kane's residence, I went to the Materia Medica Museum. This museum is the apartment in which I made preparation for my lecture which had terminated on the 1st of May. That I found the door locked, but immediately the steward, Williams, came with the key and opened the door. That I went into the museum, and looked about to see that everything was in proper order. The room was in order, except that I observed on an open shelf over the door at least one dozen large glass jars were placed, containing Pathological specimens preserved in spirits of wine (some of them methylated spirit), which preparations had been brought down from the Pathological Museum for the illustration of the last lectures I had given in that department of the College. It was the steward's business to see that these jars had been taken back to the Pathological Museum, but as there was great want of room in the department, and these preparations would be wanted next session, I did not make any remark on the fact of their not having been taken back. I then called on Sir Robert Kane to take leave of him, it being generally understood throughout the College that he was about to resign the Presidency. Having seen Sir Robert Kane, he told me he was to leave Cork by the 10.10 train next morning, go direct to London to place his resignation in Sir Robert Peel's hands; and that on Saturday next following all official connexion between the College and himself would be at end. I, deponent, have had reason to know that a strong impression existed among the porters of the College, whose appointments are vested by the statutes absolutely in the President, that if Sir Robert Kane ceased to be President some of them would be instantly dismissed from their situations.

I further swear that on the morning of Thursday, 15th of May, at nine o'clock, A.M., I, deponent, received a note from Sir Robert Kane, requesting me to attend an immediate meeting of the Council, to consider the circumstances of the fire, the College being then burning. I went to the College, took part in the proceedings, and heard the depositions which were taken from the respective persons who had directed their attention to the origin of the fire.

Some days after the fire, I, deponent, made a minute examination of the ruins. Between the stone corridor and the door of the Materia Medica Museum, where the fire originated, there was a passage with a timber floor. The floor of this passage was charred, but several of the boards remained partially consumed and blackened by fire. On closely inspecting these portions of the floor, I, deponent, saw visible marks, as if an inflammable fluid (as methylated spirit) had leaked out from under the said door, making a defined figure on the timber flooring, and as if, when this part of the floor took fire, the part impregnated with the fluid burned through. I showed these marks to Professors Jack and Barry, to Mr. Kenny, and afterwards to Professor Blyth. Being struck by these appearances, I made inquiries amongst my acquaintances residing at Sunday's Well, from which place there is the most perfect view of the College buildings, whether any of them had seen the breaking out of the fire. One lady, who lived immediately opposite the College, informed me that she got up to look after one of her children, and saw by her watch it was half-past five o'clock. She called her child's maid, and they both looked out of the window, from which they could see the College distinctly. There was not then any trace of smoke coming out of any of the chimneys, nor from any portion of said College. A few minutes before six o'clock, same morning, they saw a burst of smoke come out of a chimney, and soon after saw flames following the same. Another lady, who lives in the same neighbourhood, informed me that she got up that morning a little before six o'clock, and saw a burst of smoke rush suddenly from the chimney of the College, followed by flame.

Considering these circumstances, and having maturely weighed in my own mind the several depositions already taken in the previous inquiry, I am of opinion that the College was designedly set on fire between half-past five and six o'clock, by some person intimately acquainted with the interior of said College, who had accurate knowledge of the peculiar matter contained in the Materia Medica Museum; that he had access thereto, without apprehension of being detected, and went into the said room by ordinary means, thereby evading discovery. I further depose that the floor of this room was covered with cocoa-nut matting, which does not blaze or break out in flame except when impregnated with some inflammable material; that there were at least six gallons of spirit of wine (some

(some methylated) in the Pathological preparations over the door, as before stated; and the Materia Medica Museum already mentioned, contained preparations of spirits, ethers, balsams, resins, and various articles of an inflammable nature; that in the room overhead the Pathological Museum had preparations containing a large quantity of spirits of wine and other inflammable material. Moreover, there were manuscripts in the wooden presses of the Materia Medica Museum. It was only necessary to place the manuscripts on the floor, pour over them the contents of a few of the jars, apply an ignited lucifer match, then lock the door, when every condition is satisfied according to the testimonies already given.

I, deponent, further swear that I examined the traces of apparent attempts which had been made to set fire to three doors in the corridor of the College, by placing underneath them bits of newspaper and lucifer matches, and I am satisfied in my own mind that the incendiary placed these bits of newspaper and lucifer matches under the three doors, with a design to direct attention from the real origin of the fire, and to make it appear as if the crime had been committed by some person or persons who had obtained access during the night from without the College, and had kindled the fire by placing matches under the doors.

July 1862. Sworn before Mr. Orme, Resident Magistrate.

DEPOSITION of *Denis Brenan Bullen*, Doctor of Medicine, Professor and late Dean of Faculty in the Faculty of Medicine, Queen's College, Cork.

THAT in October 1861, I forwarded to Sir Robert Kane the following letter, with a request that he would give it himself into the hands of Sir Robert Peel:—

"Sir, "4, Camden Place, Cork, 19 October 1861.

"The Government having announced their intention of founding a fourth Queen's College in Dublin, and as I presume that Sir Robert Kane, from his pre-eminent abilities and long-tried services in the cause of united education, will be placed at the head of the Metropolitan Institution, may I respectfully lay my name before you for nomination to the Presidency of the Cork College, in the event of the office becoming vacant? My claims are entirely grounded upon the part which, for many years, I have taken in forwarding every educational movement in the South of Ireland; and should I be selected the successor of Sir Robert Kane, you may feel assured I shall endeavour by a faithful and zealous execution of duty to justify any confidence reposed in me.

"I have, &c.

"To the Right Hon. Sir Robert Peel, (signed) "*Denis Brenan Bullen*, M.D.
Chief Secretary."

October 21.—Sir Robert Kane sent me back the letter for Sir Robert Peel, with the following communication:—

"(Most confidential.)

"Department of Science and Art, Museum of Irish Industry,
Stephen's Green, Dublin, 21 October 1861.

"My dear Bullen,

I AM very glad to find you disposed to act in the matter of your letter. I think it would be by far the best for the interests of education and of the College, and I shall be happy to promote its success by every means in my power. You will easily understand, however, that I can do more by the application not going in through my hands, especially as you have been so kind in your allusions to my name. I would, therefore, suggest that you should send it in direct to Sir Robert Peel, or through Dr. Lyons or Mr. Beamish, and get them to write to him. Some reference or inquiry would then naturally be made to me, and I should have the opportunity of saying what I think, without any drawback of my personal intimacy or friendship for you. I, therefore, return it enclosed, but hope soon to hear of its receipt at head-quarters before long.

"Believe me, &c.

"Dr. Bullen, Camden-place, Cork." (signed) "*Robert Kane.*

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14 May 1862, 12 o'clock, noon.—I called at the College to see Sir Robert Kane, who had arrived from Dublin two days before. It was generally understood throughout the College that Sir Robert was going to resign the Presidency. Mr. Fitzgerald, the Bursar, was in the room with him, engaged on business. Mr. Fitzgerald having left us both together, I asked Sir Robert to tell me about the intended fourth Queen's College in Dublin. He said, "The Ultramontanes and Trinity College are too strong at present, but he would be a match for them yet." I then asked what he intended doing with regard to the proceedings in Parliament upon Mr. Adderley's motion on the Museum of Industry. Sir Robert replied, that Mr. Cardwell had treated him very badly, and the Government did not support him as they ought to have done. But he could expect nothing better from Lord Carlisle, Cardwell, and Chancellor Brady, as they and Alexander M'Donnell were subservient to the Ultramontanes. That Sir Robert Peel had been sent to Ireland

to back him in smashing the miserable coquetting that has been going on between Lord Carlisle and Dr. Cullen about the Catholic University. That Lord Carlisle and his party wanted to get him, Sir Robert Kane, out of the way; but as long as he could hold his own in Dublin, and command the support of Sir Robert Peel, Lord Clarendon, Mr. Gladstone, and the great statesmen of England, he did not fear their worst. I then inquired about his immediate intention of resigning the Presidency. He said, that he had made up his mind, after Cardwell's conduct, to go straight to London by 10 o'clock train next day, place his resignation in Sir Robert Peel's hands; and that on Saturday next following, all official connexion between the Cork College and himself would be at an end. I then referred to the letter I had written to Sir Robert Peel in the previous October, relative to my being his successor, which letter I had forwarded through Lord Fermoy. Sir Robert Kane said, "I was quite free to do as I liked." We then discussed the state of the College and of the Education question. I said that the Queen's Colleges should no longer be held up as a taunt and a defiance to the Catholic Church. That Lord Palmerston would not continue to support the Colleges, if they were the means of losing him all the Catholic votes. That if I applied for the Presidency, I would endeavour to bring about a more friendly feeling between Government and the Irish prelates, and would act in conformity with the letter I had written to Dr. Delaney in 1851, which letter he, Sir Robert Kane, had read at the time. Sir Robert replied, that I may do as I liked, but nothing would induce him to concede an inch to the Ultramontanes. I then asked him what about the people at the Castle? did he intend to call there on his way to London with his resignation? "No," said he. "I will not go near them. I shall put my resignation into Sir Robert Peel's own hands." When I was about leaving he held me by the hand, and said, "Bullen, if you want the Presidency, get the Rev. Dominick Murphy to write a line to the Castle, hinting it would be agreeable to Dr. Delany to have you appointed. That is the way things are done by the Castle people. A priest calls there, and says—'Dr. Cullen would be pleased if the Lord Lieutenant would do so-and-so,' and of course the thing is done. Such is the way in which Ireland is governed."

When driving away from the College, after this conversation, I could not help thinking that Sir Robert Kane contemplated some serious political movement. The discussion upon The O'Conor Don's motion, with reference to the Catholic University, was expected to come on in the House of Commons from day to day; and it struck me that Sir Robert Kane intended to use influence with Sir Robert Peel, and induce the Chief Secretary to make some strong demonstration against the Ultramontanes, the result of which would render it an impossibility ever to effect an amicable settlement of the Educational questions in dispute between Lord Palmerston's Ministry and the Roman Catholic Members of Parliament. Acting under this impression, I hurried home, prepared and forwarded by that evening's mail, the following communication to the Lord Lieutenant, and addressed it through his Excellency's Private Secretary:—

"4 Camden-place, Cork, 14 May 1862.

"Doctor Bullen presents his compliments to the Private Secretary, and requests he will do him the favour of laying the enclosed communication before his Excellency."

"Sir, "The Viceregal Lodge, 15 May 1862.

"I have not failed to place before the Lord Lieutenant your letter and the enclosed documents.

"I have. &c.

"D. B. Bullen, Esq., M.D." (signed) "*Walling Everard.*"

"To His Excellency the Earl of Carlisle.

"My Lord, "Cork, 14 May 1862.

"Sir Robert Kane has just informed me that before many days the Presidentship of the Queen's College, Cork, will be at your Excellency's disposal. Being at liberty to seek the appointment, may I beg your Excellency will allow me to lay before you privately the enclosed documents? One is a letter which I addressed to the Right Rev. Dr. Delany in 1850, on the promulgation of the Decrees of the Synod of Thurles. The other is a pamphlet by my friend, the late Sir Thomas Wyse, in the compilation of which I took an active part. Your Excellency will observe some passages in Sir Thomas Wyse's speech marked in the margin. These passages express the principles and policy in regard to academical education, which form subjects of special reference in my letter to the Bishop. During the many years that Sir Thomas Wyse and I acted together in developing the present system of education in Ireland, we always succeeded in gaining the countenance and co-operation of the Roman Catholic prelates, to whom we were connected. When, however, the Colleges Act passed into law, and the whole education movement had been taken out of our hands, it was then these institutions, originally intended as a boon for the Roman Catholics of this country, were made subjects of polemical discussion and religious contention. I am anxious, my Lord, for an official station where I may be instrumental in giving effect to the policy of my lamented friend, and with the views on education which I now venture to bring under your Excellency's notice. Should the Government appoint me, no exertion of mine shall be spared to conciliate all classes of our community, and to conduct the affairs of the College in a spirit of good-will towards my colleagues.

"I have, &c.

(signed) "*Denis Brenan Bullen.*"

"Sir, "Dublin Castle, May 16, 1862.

"I AM directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 14th instant, with its enclosures, respecting the office of President of the Queen's College, Cork: and I am desired to acquaint you that His Excellency has received no intimation of the resignation to which you advert.

"I am, &c.

"(signed) *Thos. A. Larcom.*"

"Denis B. Bullen, Esq., M.D."

Monday, 19th of May.—Next morning the College was set on fire. Sir Robert Kane called on me at my house at 8 o'clock in the evening. He was to leave Cork next day. As a member of the College Council, I had been engaged in the proceedings connected with investigating the fire. Sir Robert said to me, "He was sure the fire was the act of some fanatic, influenced by the Ultramontane priests." I told him, in my opinion, modern fanatics do not destroy valuable property; they are content in dooming souls to fire. That some of my most intimate friends were amongst the Catholic clergy, who were loudest in condemning the Colleges; but they had no more to do with burning the College than the man in the moon. We then talked over the distress amongst the artizans and labouring classes, the demands for public works, and the effects produced upon the popular mind by the pastorals of Dr. Cullen and Dr. M'Hale. Sir Robert said, "You know, Bullen, these pastorals of the Ultramontane bishops create feelings amongst the lower orders which encourage the commission of agrarian and other great crimes." I replied, "Nobody deplores more than I do the injuries which factions and political ecclesiastics inflict upon true religion and the best interests of Ireland." Sir Robert Kane then suggested that we should both draw up a report to Government upon the origin of the fire, attributing the crime to Ultramontane influence. I at once told him, "Sir Robert Kane, I will do no such thing, and I strongly advise you not to write anything to Government which you cannot swear to from your own knowledge." Sir Robert Kane then left my house, and from that hour I have not held any private communication, either oral or written, with him.

I swear that, having forwarded to Government my sworn depositions, together with minutes of testimony, it was my intention to give in evidence the whole of the above statement before the Recorder of Cork, if the traverse for damages had been proceeded with, or before any other court or tribunal where inquiry into the burning of the College may have been instituted. I do depose that recent proceedings in the House of Commons, together with certain allegations set forth by Sir Robert Kane, in letters published by him in the Cork newspapers, induce me now to tender additional depositions, and to state on oath that having been officially engaged as a member of the governing body of the College in investigating the circumstances of the fire, it is my conviction there is no evidence whatsoever to connect the crime with any person or party outside the College; but that the incendiary is an official of the College, and the conduct of Sir Robert Kane with reference thereto demands inquiry.

To the Right Reverend Dr. *Delany*, Catholic Bishop of Cork.

My Lord, 19 September 1850.

THE solemn admonition, regarding the Queen's Colleges, addressed to the Catholic laity of Ireland by the fathers of the National Council of Thurles, imposes upon me the obligation of approaching your lordship with deferential reverence, and laying before you, my episcopal superior, a statement of my connexion with academical education, both as a Professor of the Queen's College, Cork, and as the person who first originated the movement in favour of the foundation of these collegiate institutions.

Your lordship is aware that I am and have been a practical Catholic; that I have reared and educated a large family, striving by example as well as by precept to attach my children to our holy religion: that I have been for 22 years the surgeon of one of the largest hospitals in the kingdom; that Her Majesty's Government has conferred on me the appointments of Professor of Surgery in the Queen's College, Cork, and Inspector of Anatomy for the province of Munster; and that, under your lordship's favour, I have been for several years the confidential medical attendant and adviser of many of the religious communities in this city. Intimately identified with Catholic and public institutions, it now becomes my duty humbly and fervently to solicit your lordship's episcopal guidance and advice upon a subject which most deeply involves my temporal and eternal welfare.

In the year 1823, I graduated as a Doctor of Medicine in the University of Edinburgh, after having studied in the Schools of Medicine in Dublin, Glasgow, London, Paris, and Edinburgh. During the course of my studies, I became deeply impressed with the disadvantages under which the Catholics of Ireland suffered in the several colleges in the British empire, from the fact that there was scarcely a Catholic professor in any of the professional schools to countenance the students of our faith, and to protect Catholic interests. The students in colleges where every professor was a Protestant were exposed to the most insiduous temptations, and no safeguard whatever was provided to protect their morals or religion. For some years, after settling to practise in Cork, I gave much attention to investigating the various systems of professional education, with a view of obviating

some of the evils which more particularly had claimed my attention. After a while, circumstances gave me an opportunity of bringing before the public the result of my inquiries. The proprietors of the Cork Royal Institution, a chartered association, elected me Professor of Chemistry, in the year 1828; and I was the first Catholic who ever held the office. In the same year I was appointed surgeon of the Cork North Infirmary, an institution in which, until my election, all the appointments had been exclusively Protestant.

Immediately after my election to the Professorship of the Cork Royal Institution, the annual grant of money which had been given by Parliament was withdrawn; and I availed of the occasion to publish a pamphlet embodying a prospectus for establishing, upon the basis of the Institution, a Provincial College for Munster. The nature of the lectures to be delivered in the proposed college were intended to be more particularly applicable to professional industrial instruction.

The proposal to found a college in Munster received a warm acceptance from the Catholic laity in the south of Ireland, and, in the year 1830, I was sent upon a deputation to lay the plan before the Secretary of State for Ireland. After a lengthened correspondence the Government of the day refused to entertain the proposition, for fear of interfering with the interests of the exclusively Protestant University of Trinity College, Dublin.

From this period five years elapsed, when a Select Committee of the House of Commons was appointed to inquire into the state of academical education in Ireland, and I was summoned to give evidence before them. The Right Honourable Thomas Wyse, a Catholic, was Chairman of the Parliamentary Committee, and the report founded upon the evidence, to which I respectfully refer your lordship, recommended to Parliament, as the groundwork for promoting academical education in Ireland, the details of organization which I had submitted for founding Provincial Colleges, and incorporating these institutions into a national university. The principles upon which I had proposed to form these educational establishments, and to conduct their internal management, were strictly the same as those upon which the National Board of Education had been formed, and which had received the formal sanction and authority of the Catholic prelates. It was upon this report that Sir Robert Peel subsequently grounded the Act for establishing the colleges.

Soon after the Select Committee of the House of Commons had laid their report before Parliament, several great public meetings were held in Ireland to petition the Legislature for the establishment of Provincial Colleges. The influential Catholics took a leading part at these meetings. I enclose your Lordship authenticated reports of all the transactions connected with this educational movement, by which you will perceive that on November 15, 1838, a permanent Committee of the Province of Munster was instituted, of which I was appointed secretary. The objects of the Provincial Committee were to prepare addresses to Her Majesty the Queen, and to urge upon the Government by every available method the necessity of extending academical education to the people of Ireland, upon such principles as would secure to the Catholic laity an equal benefit and influence with their Protestant fellow-countrymen.

These addresses to the Queen and petitions to Parliament were signed by the two Catholic prelates of the county, by a number of parish priests, and by several thousand Catholic laymen. In accepting the office of Secretary to the Munster Provincial College Committee, I was sensibly impressed with the importance of every educational movement in relation to the Holy Catholic Church; and being anxious to protect the interests of Catholicity as far as possible in my power, I consulted upon all fitting occasions with my venerated friends, the late Right Reverend Dr. Murphy and the late Right Reverend Dr. Crotty. I have in my possession the requisition, address, and documents connected with the proceedings for demanding of the Government the establishment of Provincial Colleges, to which their Lordships' signatures are attached. During the whole course of the popular movement having for its object to press upon the British Government the propriety of extending the principles recognised and adopted in the National Board to the higher departments of education, the influential Protestant interests of the country met the demands of the Catholics of Ireland, both in Parliament and in the press, with uncompromising opposition. It was only when the Government of Sir Robert Peel was compelled to conciliate popular influence for support, that the claims of the Catholics of Ireland for equal educational institutions was admitted, and a Bill was introduced into Parliament for founding Provincial Colleges.

It is not now necessary to inform your Lordship that, when the Colleges were formed, Her Majesty's Government nominated me to the Chair of Surgery; and that on the opening of the first Session, the Professors of Medicine elected me the Dean of Faculty. Being therefore officially connected with these institutions, and having taken an active part as one of the Council in the internal administration of the College, I willingly tender to your Lordship the fullest testimony of the influence which the teaching of the Colleges would be likely to exercise upon the Catholic youths who may frequent them; and I declare my deliberate conviction, that if the prelates were to assume the visitorial powers which the constitution of the Colleges has vested in their Lordships, and if the Deans of Residences were confirmed in their functions, every reasonable safeguard consistent with the peculiar circumstances of society in Ireland could be provided for the protection of the religious principles of the students.

In considering this part of the question, it is essential to keep steadily in view the real character and intention of the Queen's Colleges, which are formed to supply professional and industrial instruction to those students of an advanced age who shall have completed their preliminary education in the preparatory schools. Until the principles and mind of youth

youth have been fully formed, and until a boy has received the Holy Communion, education ought to be religious and entirely Catholic. Your Lordship will permit me to elucidate the application of this principle to the Queen's Colleges, by referring to the particular cases of my own sons. Acting upon this conviction, I have educated my four sons at the Benedictine College of St. Gregory the Great, Downside, Somerset. After they have spent a certain number of years in that inestimable institution, it becomes my duty to guide each of them in selecting a profession. This is one of the most important duties a parent can discharge, for not only must he take into account the mental capacities and tastes of the individual, but he must calculate every circumstance which may ultimately avail in securing for the young man an independent livelihood. The choice of a profession and the means of qualifying a person for the practice of it, are strictly temporal concerns, and must be regarded as a commercial consideration. The system which has been established in the Queen's Colleges is avowedly formed to supply to the youth of Ireland those industrial, commercial, and professional facilities of instruction which may enable them to compete successfully in the various avocations of life with the inhabitants of England and Scotland, who have heretofore enjoyed social advantages which had been denied to this country.

As it is, therefore, of great importance to my children and to myself that I should secure for them the largest advantages at the most moderate cost, and that I should keep them as much as possible under my parental care, I have entered one of my sons as a student in the Queen's College, and propose to place my other sons there when they shall have attained a proper age. Your Lordship will therefore accept and deal with this communication from me, not only as coming from a Catholic professor holding office in the College, but also as a parent who has sent his son there, and is preparing his other children to become students in the same institution.

While I deliberately state to your Lordship that the system of industrial and professional instruction formed in the Queen's Colleges must be regarded as a vast and liberal concession from the British Government to the Catholic people of Ireland, I do not deny but that modifications may yet be devised and extended, which would offer still more stringent guarantees for the better preservation of the religious discipline of the students. Fortunately, however, the legal constitution of these Colleges, and the selection which his Excellency the Lord Lieutenant has made with regard to the Visitorial Boards, place means at our disposal which require only an earnest and active co-operation between the prelates and the executive authorities of the Colleges to remove every reasonable ground of apprehension. In laying down the details of organization for collegiate teaching, the question of residence is one attended with the greatest difficulties; and many of the most serious objections to the Colleges would be immediately obviated by establishing suitable residential chambers for the students. The Act of Parliament for founding the Colleges makes provision in this respect, and it is in the power of the Catholic community to establish a residential hall, placed under the direct control of the Reverend Dean of Residence, and provided with a chapel for Catholic worship and instruction. Within the last few years schools of medicine have been formed in Manchester, Birmingham, Bristol, and other great towns of England. The greater number of young men intended for the medical profession commence their studies in these provincial schools, and reside in private lodging houses. The Protestant clergymen of these large towns seeing the evils arising from allowing students to select their own residences without any guidance or check, proposed to the medical lecturers to unite their exertions and build residential chambers, for the use of which the students should pay a proper price. These chambers to be placed under the direction of a resident clergyman, who should act towards the students as a guardian, and join with them in religious duties. Although these residential establishments have been only a few years in operation, the results have been extremely gratifying, and the medical journals bear constant testimony to the excellent conduct of the students who reside in them, and to their greater proficiency in professional studies. Moreover, as a commercial undertaking, these residential halls return a large interest for the money which was invested in building them. In this city I have not the slightest doubt, but that a Catholic residential hall, sanctioned by your Lordship, and placed under the direction of the excellent the Reverend the Dean of Residences, would be eminently conducive to the best interests of Catholicity.

Having now explained to your Lordship my relations and opinions with regard to the Queen's Colleges, I must reverently inquire of you, as my legitimate spiritual authority, whether I have committed sin or violated Catholic discipline by my exertions to promote the establishment of the Queen's Colleges, which have incurred the condemnation of the National Synod? Whether I commit sin, or violate Catholic discipline by sending my sons to the Queen's Colleges, where they will obtain the means of learning their several professions and secure their future maintenance, whilst their morals and religion are protected by living under my parental care; and whether I commit sin or violate Catholic discipline, by teaching the practice of surgery within the Queen's College, and allowing the students of the Queen's College to participate with me in the surgical practice of the North Infirmary?

I have. &c.
(signed) *Denis Brenan Bullen*,
Doctor of Medicine, &c., &c.

4, Camden-place, Cork,
Thursday, 19 September 1850.

The Under-Secretary to the President of Queen's College, Cork.

Sir, Dublin Castle, 30 October 1863.

I AM directed by the Lords Justices to acknowledge the receipt of your letter of the 23rd instant, transmitting certain statements laid by Dr. Bullen before the Council of the Queen's College at Cork, and the resolution of the College thereon; and I am desired to state that their Excellencies, having referred to your explicit denial of their contents in your letter of the 27th of July last, so far as they purported to detail the particulars of private conversations between you and Dr. Bullen, are of opinion that no further consideration on the part of the Government would lead to a solution of the difficulties raised by statements so conflicting; nor are their Excellencies aware of any course of inquiry which could be instituted by them with the probability of a satisfactory result.

I am, &c.
(signed) *Thos. A. Larcom.*

Sir Robert Kane, President,
Queen's College, Cork.

Chief Secretary's Office,
Dublin Castle, 11 April 1864.

QUEEN'S COLLEGE (CORK).

COPY of all the CORRESPONDENCE and COMMUNICATIONS in possession of the IRISH GOVERNMENT relative to the BURNING of the QUEEN'S COLLEGE, CORK.

(*Lord Naas.*)

Ordered, by The House of Commons, *to be Printed,*
18 *April* 1864.

210.

Under 3 *oz.*

ROYAL DUBLIN SOCIETY.

RETURN to an Address of the Honourable The House of Commons, dated 1 March 1864;—*for*,

"COPIES of the MEMORIAL from the Royal Dublin Society to the Lords of the Committee of Privy Council for Education, dated the 30th day of January 1864, representing the unfinished and unsatisfactory Condition of the Educational Departments of the Society:"

"Of the LETTER from the Royal Dublin Society, dated the 30th day of January 1864, which accompanied such Memorial:"

"Of the REPLY from the Lords of the Committee of the Privy Council for Education thereto:"—

"And, of the LETTER of the 24th day of July 1863, from the Treasury to the Royal Dublin Society."

MEMORIAL from the ROYAL DUBLIN SOCIETY.

To the Lords Committee of Privy Council on Education.

Sheweth,

THAT your Memorialists have frequently represented to your Lordships the unfinished and therefore unsatisfactory condition of the following public educational departments of the Royal Dublin Society, viz., The Museum of Natural History, the Library, the premises devoted to agricultural purposes in Kildare Street, and the Botanic Garden, Glasnevin.

That so long as these several departments are permitted to remain in their present incomplete state, the public are deprived of advantages which the Institution would otherwise be capable of affording.

That your Memorialists have already represented to your Lordships that the following sums are indispensable, in order to complete these departments, viz:—

	£.
Museum of Natural History - - - - -	4,500
Library - - - - - - - - -	1,000
Botanical Museum, Botanic Garden, Glasnevin -	1,000
Agricultural Department - - - - -	3,000
Total (exclusive of 500 *l.* due to the Society for arrears of rent of the National Gallery) -	£. 9,500

That in the year 1861, Captain Donnelly, on behalf of the Government Department of Science and Art, inspected the various branches of the Society, and reported that in his opinion the above sums were required for the purposes stated—an opinion in which the Commissioners subsequently appointed by the Lords Committee of Her Majesty's Treasury to inquire into the Royal Dublin Society, &c., fully concurred.

That the Lords of the Treasury, when transmitting the Report of their said Commissioners, intimated by letter of 10th June, 1863, that upon the Society

consenting to make certain alterations in the constitution of its executive body, which the Commissioners advised, Her Majesty's Government would be prepared to carry out the recommendations contained in the said report, including an application to Parliament for the sums above stated.

That the Society forthwith consented to alter its constitution in accordance therewith.

That whether the other recommendations of your Commissioners be carried into effect or not, the Council urgently but most respectfully pray that your Lordships will, during the ensuing Session, apply to Parliament for a grant of money to enable the Society to complete the several departments above referred to, and thereby render them more available for the benefit and instruction of the public.

By order of the Council,

(signed) *W. E. Steele.*
Assistant Secretary.

Royal Dublin Society,
November 26, 1863.

Royal Dublin Society, Kildare Street,
30 January 1864.

Sir,

I HAVE the honour to enclose for the consideration of the Lords' Committee of Privy Council on Education—

1. A letter relative to the estimate for 9,500 *l.* for the completion of the society's departments, and a copy of the correspondence referred to therein.

2. A Memorial from the Council relative to the same subject.

3. A printed copy of the same Memorial, with signatures of the general public who have concurred therein, and I am to add that a similar Memorial will be sent to the Lords Commissioners of Her Majesty's Treasury, together with the original signatures of the public attached thereto.

I have, &c.,
(signed) *Wm. Edward Steele,* M. D.,
Assistant Secretary.

Henry Cole, Esq., C. B.,
Department of Science and Art,
South Kensington.

Royal Dublin Society, Kildare Street,
30 January 1864.

Sir,

I AM directed by the Council of the Royal Dublin Society to acknowledge the receipt of your letter of the 2nd December last, wherein, after adverting to the receipt by the Lords of the Committee of Council on Education of the estimate, amounting to 15,650 *l.*, forwarded on behalf of this society, you state that "as the Report of the Commissioners has not yet been carried out, and as it is probable that there may be a Parliamentary inquiry next Session, their Lordships are not prepared to recommend the vote of 9,500 *l.* under the head of additional grants for completing the Museum of Natural History, the Library, the Botanical Museum at the Botanic Gardens, Glasnevin, and the Agricultural Department of the Royal Dublin Society."

In reply to this letter, the Council of the Royal Dublin Society desire most respectfully to submit to the Lords' Committee of Privy Council on Education the reasons which seem to them to justify their Lordships in reconsidering the question, and to entertain a confident hope that, upon a full review of the circumstances, their Lordships will be pleased to recommend for adoption the estimate already referred to. The Council are unwilling to trespass upon their Lordships with a recapitulation of the important services rendered by the Royal Dublin Society to this country through the medium of their several departments, nor yet to remind them of the ready acquiescence with which every suggestion from their Lordships tending to increase the public usefulness of the institutions has been received and adopted.

The

The matters which the Council desire at present more particularly to bring under the attention of their Lordships are that the requirements involved in the application for 9,500 *l.* are wants long and urgently needed. That their existence and the necessity for their being supplied have been admitted by the able and competent authorities called upon from time to time by the Science and Art Department to report thereon ; that the continued delay in the completion of the several departments in question has been fully shown as not only impairing the general efficiency of the Society, but as tending to the absolute destruction of much of its valuable property, and that the public whose interest in the efficiency of the several Educational Departments of the Institution is paramount to all other considerations, is deprived of advantages which are possessed by the inhabitants of the other capitals of the United Kingdom ; that these conclusions have, for the most part, been formed by independent authorities wholly irrespective of any question connected with the maintenance of the Museum of Irish Industry, or its fusion with the Royal Dublin Society ; and that postponement on account of any question respecting the former Institution is not only injurious to the Royal Dublin Society, but to the public ; a view of the case in which the Council are gratified to find the Irish Government coincide. The letter of Sir Thos. A Larcom of 5th January 1864, stating that His Excellency has heretofore considered the application for the grant in question of 9,500 *l.* for completing the arrangements and fitments of the Royal Dublin Society to rest on its own admitted necessity."

The Council think it needless to do more than to refer to the Report of Captain Donnelly, of the 11th December 1861, in which the urgent wants of the Society will be found stated with that gentleman's accustomed clearness and accuracy.*

The attention of the Treasury called by that Report to the affairs of the Royal Dublin Society, led to the important letter of the Right Hon. Frederick Peel, M. P., of the 13th of May, 1862, and to the further letter of Mr. George Alexander Hamilton, of the 22d August, 1862, in which, after referring to the correspondence on this subject, the Lords of the Treasury stated that they had requested the Right Hon. the Lord Justice of Appeal in Chancery, Sir Richard Griffith, Bart., Chairman of the Board of Public Works, Sir Charles Trevelyan, K. C. B., and Captain Donnelly, R.E., to act as a Commission of Inquiry for the purposes named in such correspondence.

The inquiry thus directed having been held, and the whole constitution of the Royal Dublin Society, its several departments and their wants having been most minutely and carefully examined into upon the spot, the Commissioners agreed to a Report, to which the Council confidently refer as fully sustaining the justice of their claim, wholly irrespective of any decision involving the Museum of Irish Industry.

In adverting to this Report the Council esteem it a fortunate circumstance that Sir Charles Trevelyan, whose distinguished ability, long experience, and total independence of any local or other bias are unquestionable, should have been associated with the other eminent members of the Commission.

The Council have next to remind their Lordships that the letter of Mr. Frederick Peel, of the 10th June 1863, accompanying the Report just alluded to, contained the following paragraph :—"In the event of the Report receiving the approval of the Society, and the Society being ready to co-operate in the changes as regards the constitution of their executive body, which the Commissioners propose, I am to inform you that Her Majesty's Government will be prepared to take the necessary steps to give effect to these recommendations."

Following the receipt of this letter the Society met upon the 25th June 1863, when it was *Resolved*—"That the Society accepts the Report of the Treasury Commissioners, so far as it relates to this Society ; and is ready to adopt the changes as regards the constitution of its executive body, which the Commissioners propose."

In furtherance of this resolution a Committee was appointed for the purpose of preparing a draft of the alterations required in their constitution as advised by the Report of the Commissioners, and the same was in due course laid before the Society for approval, when the following letter from Mr. G. A. Hamilton of the

* *See* Correspondence printed by order of The House of Commons, dated 1 April 1862, pp. 13, 14 and 15.

the 24th July 1863, requesting the Society to suspend all further proceedings, was received :—

"Treasury Chambers,
"24th July 1863.

"My Lords and Gentlemen,

"I AM directed by the Lords Commissioners of Her Majesty's Treasury to "acquaint you, that in consequence of a representation made by a number of "Irish Members of Parliament, that the recommendations of the Commissioners, "regarding the Royal Dublin Society and the Museum of Irish Industry, should "not be carried into effect until an opportunity should be afforded to Parliament "of fully discussing and deciding upon them, my Lords have decided that the "union of the two Institutions should not be carried into effect without oppor- "tunity for further inquiry, nor before Parliament shall meet next Session; I "am, therefore, to request that any further proceedings which may have been "taken in the matter may be suspended.

"I have, &c.
(signed) "*George A. Hamilton.*

"To the Council of the
"Royal Dublin Society."

Upon receipt of this letter, the Society passed the following resolution, bearing date the 27th July 1863, viz. :—

Resolved—"That the Society, while still adhering to the undertaking to carry out the proposed changes in its constitution, already agreed to, feels at the same time bound, in deference to the wish contained in the letter from the Treasury just read, to suspend taking any steps in the matter until it shall receive a further communication from the Government."

Having thus, as they conceive, by a long series of proceedings established a just claim to have the decision of their Lordships reconsidered, and the estimate as forwarded, submitted for the consideration of Parliament, the Council would ask further to lay before their Lordships the important testimony in favour of their claims contained in the accompanying Memorial, which they had hoped would have been forwarded by His Excellency the Lord Lieutenant, President of the Royal Dublin Society, a copy of the letter of Sir T. A. Larcom, K. C. B., containing the reasons which induced His Excellency for the present to decline being the advocate of the Society, is herewith sent.

However, in conclusion, and inasmuch as there is no connexion between the recommendations of the Commissioners for money to complete the Society's Department and that for the amalgamation of the Museum of Irish Industry with the Royal Dublin Society, to which question alone it appears by the letter from the Lords of the Treasury just referred to, that the anticipated inquiry by Parliament will be directed, the Council respectfully but urgently request that their Lordships will not any longer withhold from the Society the means of rendering this Institution in its several departments of the fullest value and benefit to the public.

I have, &c.
W. E. Steele, M. D.,
Assistant-Secretary.

Henry Cole, Esq., C. B.,
Department of Science and Art
South Kensington.

Sir, Dublin Castle, 5 January 1864.

I AM directed by the Lord-Lieutenant to acknowledge the receipt of your letter of the 29th ult., and the enclosed Memorial from the Royal Dublin Society to the Treasury praying for the grant of 9,500 *l.* to enable it to complete its several departments, and I am desired to state for the information of the Council that, under the circumstances, viz , the refusal of the Committee of Council on Education to recommend the grant, His Excellency the Lord Lieutenant does not feel that he can properly advocate it at present.

I am to add, however, that His Excellency has heretofore considered the application for the grant in question of 9,500 *l.* for completing the arrangements and fitments of the Royal Dublin Society as resting on its own admitted neces-

sity,

sity, and regrets that it should have been made in any way dependent on the arrangements of another institution, thereby rendering the application at this moment inopportune.

I have. &c.
(signed) *T. A. Larcom.*

W. E. Steele, Esq., M. D.,
Assistant-Secretary
Royal Dublin Society.

Sir, 17 February, 1864.

I AM directed by the Lords of the Committee of Council on Education to acknowledge the receipt of your letter of the 30th January, with its several enclosures, and to inform you that the same have been carefully considered by them.

My Lords see no reason to alter their former decision communicated by me on the 2nd December, and they do not consider they would be justified in advising the Lords Commissioners of Her Majesty's Treasury to make the grant of 9,500*l.* so long as the recommendations of the Commissioners, of which such expenditure is but a portion remain unsettled, and may probably form the subject of further inquiry.

I have &c.
(signed) *Norman MacLeod.*
Assistant Secretary.

The Secretary Royal Dublin Society.

ROYAL DUBLIN SOCIETY.

COPIES of the MEMORIAL from the Royal Dublin Society to the Lords of the Committee of Privy Council for Education, representing the unfinished and unsatisfactory Condition of the Educational Departments of the Society; of the LETTER from the Royal Dublin Society, dated 30 January 1864, which accompanied such Memorial; of the REPLY of the Lords of the Committee of the Privy Council for Education thereto; and of the LETTERS of 24 July 1863, from the Treasury to the Royal Dublin Society.

(*Sir Edward Grogan.*)

Ordered, by The House of Commons, *to be Printed,*
14 *March* 1864.

122.

Under 1 *oz.*

ROYAL DUBLIN SOCIETY, &c.

RETURN to an Order of the Honourable The House of Commons, dated 21 April 1864;—*for*,

COPY "of INSTRUCTIONS to the COMMISSION appointed to inquire into the ROYAL DUBLIN SOCIETY, the MUSEUM of IRISH INDUSTRY, and the System of SCIENTIFIC INSTRUCTION in *Ireland*."

The Treasury, Whitehall, 10 May 1864. } F. PEEL.

COPY of TREASURY MINUTE dated May 1862.

WRITE to the Vice-President of the Committee of Council on Education, that my Lords have had under consideration the several questions relating to the Royal Dublin Society which have been brought by the Science and Art Department to the notice of this Board. As regards the provision made in the Estimates for the repair and alteration of the buildings of the Institution, my Lords, concurring in opinion with the Lords of the Committee, have caused the items which have been proposed for their approval in the Draft Estimate of Public Buildings in Ireland to be transferred to the Estimate for the Science and Art Department, under the proper head; and their Lordships will intimate to the Commissioners of Public Works in Ireland, that the works thus provided for, while they remain under the immediate direction of the Board of Works, are to be regarded as executed for the Department of Science and Art, with which department it will be proper that the Commissioners should hold such communication, as is usual with other departments, under like circumstances. My Lords are not prepared to assent to the proposal, that a grant should be made by Her Majesty's Government equal to the capital value of the charge of 100 *l.* a-year for rent, which is payable by the Dublin National Gallery, in consideration of the Society undertaking to pay that rent for the future; for while on the one hand their Lordships do not admit the responsibility of providing this rent out of public funds, they observe that the revenues of the Society would be quite unequal even to its present expenditure, without the aid of the Parliamentary vote, the continuance of which for an indefinite time is therefore assumed in all arrangements which would add to existing charges; but this assistance from Parliament is not of a permanent character, but on the contrary is granted only from year to year, and cannot, therefore, be regarded in the light of a regular source of income.

The considerable expenditure which would be incurred in carrying out the improvements suggested by Captain Donnelly's inquiry, however judicious, is one which my Lords consider should be primarily provided for from local or private contributions; the aid of Parliament being resorted to only for the completion of the funds required upon the testimony which such contributions alone can afford, that the objects to be obtained are appreciated by those who should be best able to form an opinion respecting them.

My Lords concur as to the expediency of instituting an inquiry into the system and constitution of the Royal Dublin Society, with the view of ascertaining whether any changes might be made, having for this object to provide for the more efficient administration of the affairs of the Society by its Council, and to increase the control of the Superintending Public Department over the general management. A satisfactory settlement of such matters might, it appears to my Lords, be properly made a condition of the continuance of the public aid now given to the institution, and would seem to be called for by the statement of Captain Donnelly as to the want of power in the Council, as the administrative body of the Society.

COPY OF TREASURY MINUTE, dated July 1862.

MY Lords resume the consideration of the several questions relating to the Royal Dublin Society, which were brought under the notice of this Board by the letter of the Vice-President of the Committee of Council on Education of 26th February last. My Lords, by their Minute of May, and with reference to the Report made by Captain Donnelly, dated 11th December 1861, transmitted in Mr. Lowe's letter of 26th February, expressed their concurrence in the expediency of instituting an inquiry into the system and constitution of the Society, with the view of ascertaining whether any changes might be made, having for their object to provide for the more efficient administration of the affairs of the Society by its Council, and to increase the control of the Superintending Public Department over the general management, adding that a satisfactory settlement of such matters might be properly made a condition of the continuance of the public aid now given to the institution, and would even be called for by the statement of Captain Donnelly as to the want of power in the Council, as the administrative body of the Society. As the Royal Dublin Society is a chartered body, and as several of its functions, such as those connected with the Drawing School, Botanic Garden, &c., involve trusts created by Acts of Parliament, and as consequently it is probable that, in order to effect the object now in view, an alteration in the charter of the Society, and possibly also alterations in the Acts of Parliament referred to, may be found necessary, it appears to my Lords desirable that the inquiry should be intrusted to gentlemen whose position and knowledge of the constitution of the Society and of its working will facilitate a full and complete investigation, and lead to the satisfactory settlement adverted to in the Minute of 26th February. My Lords, therefore, propose that the following gentlemen be requested to undertake the inquiry :—The Right Honourable P. Blackburn, Lord Justice of Appeal; Sir R. Griffith, Bart., Chairman of the Board of Works; Sir C. Trevelyan, K.C.B.; Captain Donnelly, R.E. In considering the constitution of the Royal Dublin Society, its relations with the different departments, and the means of placing it in a more satisfactory position as regards its Museum and the other branches stated by Captain Donnelly to be incomplete, it would be within the province of the Commissioners to review the arrangements made in 1854 as regards the administration of the votes for the Royal Dublin Society and the Museum of Irish Industry, as set forth in the correspondence published with the Estimates of 1854–5. In the Estimates for the present year, a sum of 7,017*l.* is taken for the Royal Dublin Society, and a sum of 5,062*l.* 16*s.* for the Museum of Irish Industry (including provincial lectures), making together 12,079*l.* 16*s.* for objects of a cognate character, and under the direction of the same department of Government. It would be for the Commission to consider and report whether the public advantages, which form the object of these two institutions, might not be more effectually attained by a simplification of arrangement, and whether at the same time a reduction in the permanent annual charge might not be effected, while the better working of both institutions and the proper control of the Superintending Departments of Government might likewise be more effectually provided for. In connexion with these two institutions, the institution and working of the Committee of Lectures might be usefully inquired into by the Commission. There are two other institutions in Dublin connected intimately with the subject-matter of the inquiry: the National Gallery, now in progress of completion, and the Royal Hibernian Academy. The former of these institutions has been built on the premises belonging to the Royal Dublin Society, liable to a rent of 100*l.* a-year; and a question has been raised as to redemption of this rent by a grant, in order to purchase other premises contiguous to the Royal Dublin Society, as explained in Captain Donnelly's Report. Although erected entirely at the public expense, it is vested in trustees by Act of Parliament. The latter is supported to a considerable extent by an annual vote. My Lords have expressed their opinion that the proposed redemption of the rent payable by the National Gallery, in order to the acquisition of the premises proposed to be purchased, would not be a desirable measure; but they think this occasion would be a fitting one for inquiring whether these two institutions, with objects in close affinity with those of the Royal Dublin Society and the Museum of Irish

17 & 18 Vict. c. 99.
18 & 19 Vict. c. 99.

Irish Industry, might not with advantage to them and efficiency and economy to the public, be brought, with the last-mentioned institutions, under one management and control.

Transmit a Copy of this Minute to the Vice-President of the Committee of Council on Education, requesting the concurrence of the Committee in the appointment of Captain Donnelly, and requesting also to be favoured with any observations the Committee of Council may have to make with reference to the proposed inquiry; and stating further, that it appears to my Lords that the appointment of a Secretary to the Commission will be unnecessary if Captain Donnelly would be so good as to undertake to keep the necessary record of the proceedings of the Committee.

ROYAL DUBLIN SOCIETY, &c.

COPY of Instructions to the Commission appointed to inquire into the Royal Dublin Society, the Museum of Irish Industry, and the System of Scientific Instruction in *Ireland*.

(*Mr. Gregory.*)

Ordered, by The House of Commons, *to be Printed*,
13 *May* 1864.

299.

Under 1 oz.

ROYAL DUBLIN SOCIETY.

RETURN to an Order of the Honourable The House of Commons, dated 14 July 1864;—*for*,

COPY "of all CORRESPONDENCE in the Months of March, April, and May 1864, between the Chairman of the Fine Arts Department of the Royal Dublin Society with the Secretary of the National Gallery, and with the Treasury, and with the Department of Science and Art, relative to the LOAN of PICTURES for the EXHIBITION of the ROYAL DUBLIN SOCIETY."

COPY of all CORRESPONDENCE in the months of March, April, and May 1864, between the Chairman of the Fine Arts Department of the Royal Dublin Society's Exhibition with the Secretary of the National Gallery, and with the Treasury, and with the Department of Science and Art, relative to the LOAN of PICTURES to the EXHIBITION of the ROYAL DUBLIN SOCIETY.

Royal Dublin Society, Kildare-street.

Sir, 22 July 1864.

I AM directed by the Council of this Society to acknowledge the receipt of your letter of the 18th instant, enclosing an Order of the House of Commons for a copy of certain correspondence relative to the loan of pictures from several of the National Collections for the Exhibition of the Royal Dublin Society; and, in accordance therewith, to enclose you the accompanying copy of the correspondence in question.

I am directed at the same time to state, that neither the Council nor the Society are to be considered responsible for the correspondence referred to, as it was conducted not under their immediate authority, but by the chairman of a sub-committee, appointed by the General Exhibition Committee, for the purpose of forming a collection of pictures for the Exhibition of Irish Manufactures (1864).

I have, &c.

(signed) *W. Edwd. Steele*, M.D.,
Assistant Secretary.

Major General Sir Thos. A. Larcom, K.C.B.
Dublin Castle.

CORRESPONDENCE with the SECRETARY of the NATIONAL GALLERY.

Royal Dublin Society.
Fine Arts Department Exhibition, 1864,

Sir, 7 April 1864.

AT the request of the Committee of this Department, I enclose herewith copies of its prospectus and regulations, which I request you will do the Committee the honour to submit to the trustees of the National Gallery.

The general undertaking, of which this Department forms a leading branch, has for its aim the encouragement of manufactures suitable to Ireland, the exhibition of improved machinery for their production, and the development of the

industrial resources of the country, in its mines, fisheries, the reclamation of land, and various other matters; while the department over which I have the honour to preside has been added as an important attraction, and means of elevating the public taste.

The Fine Arts Gallery will therefore bear as nearly as possible the same relative proportion to the present Exhibition, as the Gallery of Paintings did to the International Exhibition of 1862. Owing to the distance by which this city is separated from the metropolis of the United Kingdom, a comparatively small number of its inhabitants were enabled to participate in the advantages afforded by the liberality of the trustees of the National Gallery upon that occasion, and the committee therefore venture to hope that they will be assisted in their present undertaking by the temporary loan of some modern pictures from the Vernon, the Turner, and the National Galleries; a favour which they believe would be greatly appreciated by the public in Ireland, and which would render some of the works in those collections available for the benefit of a new class of persons; the students in the Irish Schools of Art, and the many thousand visitors whose orderly demeanour and unexceptional good conduct, formed one of the most gratifying features in the former Exhibitions of this Society.

I have, &c.
(signed) *Wm. McKay*, Chairman,
Fine Arts Department.

To the Secretary,
National Gallery, London.

Sir, National Gallery, 12 April 1864.

I HAVE had the honour to submit your letter of the 7th instant, to the trustees of the National Gallery, and I am directed to acquaint you in reply, that although on some very important occasions, the trustees have, with the sanction of the Treasury, consented to lend certain modern pictures belonging to the National Collection, to be exhibited elsewhere, they conceive that they would not be justified in incurring so grave a responsibility without very strong grounds; they therefore feel themselves compelled to decline to accede to your request.

I have, &c.
(signed) *R. N. Wornum*,
Keeper and Secretary.

Wm. McKay, Esq., L.L.D.,
Fine Arts Department,
Royal Dublin Society,

CORRESPONDENCE with the TREASURY.

Fine Arts Department Exhibition, 1864.

Sir, The Berner's Hotel, Berner's-street, 3 May 1864.

I HAVE the honour to enclose some papers relative to the approaching Exhibition of the Royal Dublin Society, together with a copy of a letter from the Secretary of the National Gallery, in reply to an application on behalf of this Department.

The liberality with which the Lords of the Treasury and the Trustees of the National Gallery responded to applications for the loan of Pictures to the International Exhibition in London, to another held in Paris, and more recently to a festival at Stratford-on-Avon, encourages me to hope that if the objects of the Royal Dublin Society's Exhibition are brought under the notice of my Lords, they may consider the present occasion as one not inferior in importance to some of those upon which their aid has already been generously given.

An undertaking devoted to the encouragement of the manufactures and the development of the industrial resources of Ireland is an enterprise for which the sympathy and support of Her Majesty's Government may naturally be hoped, and as this Department will tend not only to the instruction and intellectual enjoyments of the public, but will at the same time prove most important to the financial success of the Exhibition, I respectfully, but confidently, submit its claims to your consideration.

Since the addition of the Fine Arts Gallery has been resolved upon, a Guarantee Fund,

Fund, exceeding near four-fold the amount required for the Royal Dublin Society, has been raised by public subscription to meet the expenses of the Exhibition; this, in itself, gives evidence of the interest taken in Ireland in this project.

Many of the most attractive works in the National and Vernon Galleries are the productions of Irishmen, and it is scarcely needful to allude to the gratification with which such pictures, amongst others, would be regarded by a large number of persons who have not (except upon occasions such as this) any opportunities of participating in the advantages derivable from the National Collections in this Metropolis.

I have, &c.
(signed) *Wm. M'Kay*,
Chairman, Fine Arts Department,
Exhibition, 1864.

To Lieut.-Colonel the
Honourable Luke White, M.P.,
&c. &c. &c.
The Treasury.

Sir, Treasury Chambers, 16 May 1864.

With reference to your letter of the 3d instant relative to the loan of pictures from the National Gallery for the Exhibition of the Royal Dublin Society, I am directed by the Lords Commissioners of Her Majesty's Treasury to acquaint you that my Lords regret that they do not feel justified in interfering with any arrangements which the Trustees of the National Gallery may consider necessary for the proper custody of the pictures under their charge, and as the Trustees appear already to have declined to comply with the application of the Royal Dublin Society, my Lords are of opinion that they cannot interfere in the matter.

I am, &c.
(signed) *Geo. A. Hamilto*,

The Chairman
of the Fine Arts Department,
Royal Dublin Society,
(care of Colonel the Hon. Luke White, M.P.)

Correspondence with the Department of Science and Art.

Royal Dublin Society, Fine Arts Department,
2 March 1864.

My Lord,

At the desire of the committee of this Department, I have the honour to enclose copies of their prospectus and regulations, and to solicit the sanction of your Lordship, as the *ex-officio* trustee of the Sheepshank's Collection, for the temporary loan of some of its paintings for the intended Exhibition. Of the 233 oil paintings, of which the collection principally consists, seven were lent to the Society's exhibition in 1861; and so far as the committee are aware none of the others have yet been exhibited in Ireland.

It is the intention of the committee to afford facilities for study to such pupils in the Government School of Art, as shall in the opinion of the head master be qualified to profit by this privilege, and as the gallery will be in close proximity to the school, there would be no difficulty in having such study carried on under his personal supervision.

The general arrangements will be made with an especial regard to the protection and security of all the objects contributed.

The committee, therefore, confidently trust that your Lordship need have no hesitation in considering their gallery to be a safe and proper place for the reception and public exhibition of these pictures, the gallery itself being that in which some of them were exhibited in 1861.

I am further to state that if it is your Lordship's pleasure to accede to this request, we are prepared to take measures for consulting with Mr. Redgrave, or such other person as your Lordship may nominate, with respect to the selection of such works as could be most conveniently spared, and at the same time be the most suitable for the approaching exhibition.

I have, &c.
(signed) *W. M'Kay*,
Chairman of Committee,
Fine Arts Department.

The Right Hon. the Earl Granville, K.G.,
Lord President of the Council,
&c. &c. &c.

Council on Education, Kensington Museum,
Sir, 29 March 1864.

I AM directed by the Lords of the Committee of Privy Council on Education, to convey to you the expression of their regret that any delay should have arisen in acknowledging the receipt of your communication of the 2d instant, relative to the loan of some pictures in the possession of this department, to the exhibition to be held in Dublin in 1864, and to state that a reply will be shortly sent to you.

I am, &c.
(signed) *Norman MacLeod,*
Assistant Secretary.

Wm. M'Kay, Esq.
Fine Arts Department, Royal Dublin Society.

Council on Education, Kensington Museum,
Sir, 6 April 1864.

WITH reference to your letter of the 2d ult., requesting the sanction of the Lord President to your application for the loan of some of the pictures belonging to the Sheepshank's Collection for the projected fine arts exhibition at Dublin, I am directed by the Lords of the Committtee of Council on Education to transmit to you the accompanying list of those works forming part of the Sheepshanks Collection that are available for circulation under the regulations laid down by the Science and Art Department, and to request that you will submit it to your committee in order that they may select from the list such of the works as they may consider suitable for the purpose that they have in view.

I have, &c.
(signed) *Henry Cole.*

W. M'Kay, Esq.,
Fine Arts Department,
Royal Dublin Society, Dublin.

The Berner's Hotel, Berner's-street,
My dear Sir, 4 May 1864.

I HAVE examined such pictures in the list sent to the committee of this department as are now in the gallery at South Kensington, excluding those already exhibited in Dublin, I fear that few of them are of sufficient importance to satisfy the expectations of the committee, and, under these circumstances, I should feel much embarrassed in making a selection.

If, therefore, it is intended that the choice shall be strictly limited to the pictures in that list, I trust that you will yourself select such works as in your better judgment will form suitable contributions from the department of Science and Art to the Royal Dublin Society's exhibition.

The opening is fixed for the 25th May, and it is desirable that all works intended for this exhibition should leave London at latest on the 12th inst.

I send herewith some direction labels, and Messrs. Chaplin and Horne will send for the cases on receiving orders through any of their agents.

As the collection of water colours is not very complete, any paintings of this class that can be spared, would, I think, be useful and attractive additions to the gallery.

I have, &c.
(signed) *William M'Kay.*

Richard Redgrave, Esq.,
&c. &c. &c.
South Kensington Museum.

ROYAL DUBLIN SOCIETY.

COPY of all CORRESPONDENCE in the Months of March, April, and May 1864, between the Chairman of the Fine Arts Departments of the Royal Dublin Society with the Secretary of the National Gallery, and with the Treasury, and with the Department of Science and Art, relative to the LOAN of PICTURES for the EXHIBITION of the ROYAL DUBLIN SOCIETY.

(*Mr. Cogan.*)

Ordered, by The House of Commons, *to be Printed*,
28 *July* 1864.

564.

Under 1 *oz.*

ROYAL HIBERNIAN MILITARY SCHOOL (DUBLIN).

RETURN to an Order of the Honourable The House of Commons, dated 29 April 1864;—*for*,

RETURN "of the Number of ROMAN CATHOLIC and PROTESTANT BOYS in the ROYAL HIBERNIAN MILITARY SCHOOL, *Dublin*:"

"LISTS of the OFFICERS, TEACHERS, and other OFFICIALS actually on the Staff of the Establishment on the 1st day of March 1864, specifying—1st, their Names; 2d, Religion; 3d, Employment; 4th, Annual Salaries; 5th, Annual Value of their Allowances; 6th, whether Resident or Non-resident in the Institution:"

"Of all the OFFICERS, TEACHERS, and other OFFICIALS appointed since the 22d day of February 1861, specifying — 1st, their Names; 2d, Religion; 3d, Employment; 4th, Annual Salaries; 5th, Annual Value of their Allowances; 6th, Residences; and 7th, whether they are still on the Staff of the Establishment, or whether they have since Died, Resigned, or have been Promoted to other Positions in the same or similar Institutions:"

"Of the BOOKS in general use from the 22d day of February 1861, to the 1st day of March 1864, for the Instruction of both Roman Catholic and Protestant Boys, specifying—1st, their Titles; 2d, Authors; 3d, the Series to which they belong (if any); 4th, their Publisher's Name, Address, &c., and Date of Publication:"

"RETURNS of all PARLIAMENTARY GRANTS of MONEY for the Support and Maintenance of the OFFICIALS, BOYS, and BUILDINGS of the ROYAL HIBERNIAN MILITARY SCHOOL, from the 31st day of March 1861 to the 31st day of March 1864:"

"And, of the AVERAGE COST of each BOY during each of the above Years, taking into account the Salaries and Allowances of the Officials, the Support and Clothing of the Boys, and the Cost of the New Buildings, Repairs of Buildings, &c., stating the Proportion of Cost of each Pupil borne by Parliamentary and Private Funds."

(*Mr. Maguire.*)

Ordered, by The House of Commons, *to be Printed*,
19 *May* 1864.

RETURNS relating to the Royal Hibernian Military School (Dublin).

No. 1.

RETURN of the Number of Roman Catholic and Protestant Boys in the Royal Hibernian Military School, *Dublin*, on the 29th April 1864.

Roman Catholics		125
Protestants:		
Church of England	248	272
Presbyterians	24	
Boys in Royal Hibernian Military School		397
Boys admitted but not yet joined		13
Total		410

Henry Wynyard, Lieut. Colonel,
Commandant, Royal Hibernian Military School.

No. 2.

LIST of the Officers, Teachers, and other Officials actually on the Staff of the Establishment on the 1st day of March 1864.

NAMES.	Religion.	Employment.	Annual Salary.	Annual Value of their Allowances.*	Whether Resident or Non-resident in the Institution.
			£. s. d.	£. s. d.	
Henry Wynyard	Protestant	Commandant	276 10 8	43 19 2	Resident.
Thomas B. Speedy	ditto	Secretary, Adjutant, and Treasurer.	193 9 4	43 3 4	ditto.
William A. Neville	ditto	Chaplain	230 15 8	24 9 4	ditto.
John C. Leonard	Roman Catholic	Officiating Roman Catholic clergyman.	80 – –	– –	Non-resident.
Robert Templeton	Protestant	Surgeon	136 17 6	9 9 –	Resident.
James Lewis	ditto	Quartermaster	155 2 6	9 9 –	ditto.
James Maguire	ditto	Dispenser of medicines	136 17 6	– –	Non-resident.
John H. Gibbons	ditto	Head master	150 – –	53 10 10	Resident.
William T. Young	ditto	Second „	100 – –	51 3 4	ditto.
Alfred Harmsworth	ditto	Third „	80 – –	51 3 4	ditto.
Pierce Hoskins	ditto	Fourth „	70 – –	51 3 4	ditto.
James Hill	ditto	Singing master	60 – –	– –	Non-resident.
Alfred Wilson	ditto	4th class schoolmaster	36 10 –	– –	Resident. (Army schoolmasters.)
William Gooding	ditto	„ „	36 10 –	– –	ditto. (Army schoolmasters.)
Hugh Irving	ditto	Serjeant-major	54 15 –	28 12 2¼	ditto.
Thomas Hyder	ditto	Quartermaster-serjeant.	36 10 –	28 12 2¼	ditto.
John Hepburn	ditto	Serjeant instructor in music.	55 – –	28 12 2¼	ditto.
Edwin Shelock	ditto	Institution clerk	27 14 –	26 2 9½	ditto.

* Including forage, diet-money, clothing, coals, and all allowances attached to the respective posts.

List of the Officers, Teachers, and other Officials actually on the Staff, &c.—*continued.*

NAMES.	Religion.	Employment.	Annual Salary. £. s. d.	Annual Value of their Allowances. £. s. d.	Whether Resident or Non-resident in the Institution.
George Fellingham	Protestant	Serjeant assistant	36 10 –	26 2 9½	Resident.
Patrick Gordon	Roman Catholic	„ „	27 14 –	26 2 9½	ditto.
Alexander Murray	Protestant	„ „	27 14 –	26 2 9½	ditto.
Samuel Brown	ditto	„ „	27 14 –	26 2 9½	ditto.
Edward Williams	ditto	„ „	27 14 –	26 2 9½	ditto.
William Truswell	ditto	„ „	27 14 –	26 2 9½	ditto.
Thomas Cowley	ditto	Drum-major	33 9 2	27 12 9½	ditto.
William Watson	ditto	Hospital serjeant	36 10 –	25 12 9½	ditto.
Thomas Brown	ditto	Serjeant's gate-porter	36 10 –	26 2 9½	ditto.
Anthony Gaughern	Roman Catholic	Serjeant's gardener	27 14 –	27 12 9½	ditto.
William Keating	Protestant	Serjeant's tailor	57 15 –	7 7 9½	ditto.
James Malone	Roman Catholic	Assistant tailor	25 – –	26 2 9½	ditto.
Robert French	Protestant	Instructor in handicrafts.	45 12 6	13 17 9½	ditto.
Joseph Firth	ditto	Engineer in laundry	36 – –	25 12 9½	ditto.
John Hill	ditto	Pioneer corporal	27 6 –	25 12 9½	ditto.
Alexander Miller	ditto	„ „	27 6 –	25 12 9½	ditto.
Joseph Bartlett	ditto	„ „	27 6 –	25 12 9½	ditto.
Arthur Villiers	ditto	„ „	27 6 –	25 12 9½	ditto.
James Lacey	ditto	Institution cook	18 5 –	25 12 9½	ditto.
Caroline Lacey	ditto	Assistant cook	10 – –	19 18 –	ditto.
Hugh Ovens (assistant-master).	ditto	Monitor	9 2 6	25 5 –	ditto.
John Marshall (assistant master).	ditto	„	9 2 6	25 5 –	ditto.
John Henry	ditto	„	4 4 –	25 5 –	ditto.
Thomas Doherty	ditto	„	4 4 –	25 5 –	ditto.
John W. Gilmore	ditto	„	4 4 –	25 5 –	ditto.
Charles Reddin	ditto	„	4 4 –	25 5 –	ditto.
Thomas Pascoe	ditto	„	4 4 –	25 5 –	ditto.
Frederick Brown	ditto	„	4 4 –	25 5 –	ditto.
Donald Vince	ditto	„	4 4 –	25 5 –	ditto.
William John Ryan	ditto	„	4 4 –	25 5 –	ditto.
Elizabeth A. Hemphill	ditto	Matron	46 3 4	36 7 6	ditto.
Elizabeth Lewis	ditto	Workmistress	27 14 –	21 9 10	ditto.
Mary A. Hirst	ditto	Laundress	27 14 –	21 9 10	ditto.
Athline Boyde	ditto	Laundry servant	6 6 –	19 18 –	ditto.
Catherine Cunningham	ditto	„ „	6 6 –	19 18 –	ditto.
Jane M'Bride	ditto	„ „	6 6 –	19 18 –	ditto.
Rosaline Newberry	ditto	„ „	6 6 –	19 18 –	ditto.
Mary Somerset	ditto	„ „	6 6 –	19 18 –	ditto.
Julia Sherridan	ditto	„ „	6 6 –	19 18 –	ditto.
Jane Green	ditto	„ „	6 6 –	19 18 –	ditto.
Eliza Traynor	ditto	„ „	6 6 –	19 18 –	ditto.
Ellen M'Grath	ditto	Kitchen servant	6 6 –	19 18 –	ditto.
Mary Wellfare	ditto	„ „	6 6 –	19 18 –	ditto.
Kate Tynan	ditto	„ „	6 6 –	19 18 –	ditto.
Catherine Fitzpatrick	ditto	Boys' nurse	6 6 –	19 18 –	ditto.
Kate Drumgold	ditto	„ „	6 6 –	19 18 –	ditto.
Jane Stewart	ditto	Hospital nurse	12 – –	19 18 –	ditto.
William Valentine	ditto	Hospital orderly	15 4 2	25 12 9½	ditto.
Esther Powell	ditto	Schoolmaster's cook	10 – –	19 18 –	ditto.
Ann Doyle	Roman Catholic	Cleaning schoolrooms	18 5 –	- -	Non-resident.
Rosanna Malone	ditto	Sewing machine	13 – –	- -	Resident.
Michael Gaughern	ditto	Ploughman	27 6 –	- -	Non-resident.
James Brogan	ditto	Farm labourer	20 16 –	- -	ditto.
Agnes Brown	Protestant	Infant schoolmistress	9 – –	- -	Resident.
Margaret Valentine	ditto	Hospital servant	6 6 –	19 18 –	ditto.

H. Wynyard, Lieut. Colonel,
Commandant, Royal Hibernian Military School.

No. 3.

LIST of all the OFFICERS, TEACHERS, and other OFFICIALS appointed since the 22d day of February 1861, until 29th April 1864.

NAMES.	Religion.	Employment.	Annual Salary.	Annual Value of their Allowances.	Residence.	Whether they are still on the Staff of the Establishment, or whether they have since Died, Resigned, or have been Promoted to other Positions in the same or similar Institutions.
			£. s. d.	£. s. d.		
Henry Wynyard	Protestant	Commandant	276 10 8	43 19 2	Royal Hibernian Military School.	Here still.
Catherine Warren	ditto	Hospital nurse	12 – –	19 18 –		Resigned.
Catherine Cunningham	ditto	Laundry servant	6 6 –	19 18 –		ditto.
Isabella Lawrance	ditto	Boys' nurse	6 6 –	19 18 –		ditto.
Catherine Sparling	ditto	Laundry servant	6 6 –	19 18 –		ditto.
James Morgan	ditto	Hospital orderly	15 4 2	25 12 9½		ditto.
John M'Caithey	ditto	ditto	15 4 2	25 12 9½		Died.
Hugh O'Neil	ditto	Master shoemaker	57 15 –	7 7 9½		Resigned.
Ann M'Carthy	ditto	Hospital servant	6 6 –	19 18 –		ditto.
Mary J. Chambers	ditto	Laundry servant	6 6 –	19 18 –		ditto.
Ann Lynch	ditto	ditto	6 6 –	19 18 –		ditto.
Joseph Firth	ditto	Engineer in laundry.	36 – –	25 12 9½		Here still.
William Valentine	ditto	Hospital orderly	15 4 2	25 12 9½		ditto.
Margaret Valentine	ditto	Hospital servant	6 6 –	19 18 –		ditto.
James Bartlett	ditto	Pioneer corporal	27 6 –	25 12 9½		ditto.
Mary A. Smith	ditto	Laundry servant	6 6 –	19 18 –		Resigned.
Margaret Pearson	ditto	ditto	6 6 –	19 18 –		ditto.
Eliza Croome	ditto	ditto	6 6 –	19 18 –		ditto.
Mary A. Hirst	ditto	Laundress	27 14 –	21 9 10		Here still.
Jane Alls	ditto	Laundry servant	6 6 –	19 18 –		Resigned.
Margaret Roach	ditto	ditto	6 6 –	19 18 –		ditto.
Susan Cahill	ditto	ditto	6 6 –	19 18 –		ditto.
Bridget Murphey	ditto	ditto	6 6 –	19 18 –		ditto.
Mary Pittit	ditto	ditto	6 6 –	19 18 –		ditto.
Rosaline Newberry	ditto	ditto	6 6 –	19 18 –		Here still.
Jane M'Bride	ditto	ditto	6 6 –	19 18 –		ditto.
Mary Wellfare	ditto	ditto	6 6 –	19 18 –		ditto.
Edwin Shelock	ditto	Institution clerk	27 14 –	26 2 9½		ditto.
Edward Williams	ditto	Serjeant assistant	27 14 –	26 2 9½		ditto.
Athline Boyde	ditto	Laundry servant	6 6 –	19 18 –		ditto.
Eliza Kennada	ditto	ditto	6 6 –	19 18 –		Resigned.
Mary A. Woods	ditto	ditto	6 6 –	19 18 –		ditto.
Mary Somerset	ditto	ditto	6 6 –	19 18 –		Here still.
Eliza Webb	ditto	ditto	6 6 –	19 18 –		Resigned.
Kate Tynan	ditto	ditto	6 6 –	19 18 –		Here still.
Julia Sherridan	ditto	ditto	6 6 –	19 18 –		ditto.
Catherine Fitzpatrick	ditto	ditto	6 6 –	19 18 –		ditto.
Jane Green	ditto	ditto	6 6 –	19 18 –		ditto.
Frederick Brown	ditto	Monitor	4 4 –	25 5 –		ditto.
Thomas Pascoe	ditto	ditto	4 4 –	25 5 –		ditto.
Eliza Traynor	ditto	Laundry servant	6 6 –	19 18 –		ditto.
Hugh Ovens	ditto	Monitor	* 4 4 –	25 5 –		ditto.
John Henry	ditto	ditto	4 4 –	25 5 –		ditto.
John Marshall	ditto	ditto	† 4 4 –	25 5 –		ditto.
Elizabeth Lewis	ditto	Workmistress	27 14 –	21 9 10		ditto.

* Pay increased from 21st October 1863 } to 9*l.* 2*s.* 6*d.*
† Ditto - - 13th October 1863 }

LIST of all the OFFICERS, TEACHERS, and other OFFICIALS, &c.—*continued.*

NAMES.	Religion.	Employment.	Annual Salary.	Annual Value of their Allowances.	Residence.	Whether they are still on the Staff of the Establishment, or whether they have since Died, Resigned, or have been Promoted to other Positions in the same or similar Institutions.
			£. s. d.	£. s. d.		
Agnes Brown - -	Protestant -	Infant Schoolmistress	9 – –	- -	Royal Hibernian Military School.	Here still.
Thomas Doherty -	- ditto -	Monitor - -	4 4 –	25 5 –		ditto.
John W. Gilmore -	- ditto -	ditto - -	4 4 –	25 5 –		ditto.
Charles Reddin - -	- ditto -	ditto - -	4 4 –	25 5 –		ditto.
Donald Vince - -	- ditto -	ditto - -	4 4 –	25 5 –		ditto.
William J. Ryan -	- ditto -	ditto - -	4 4 –	25 5 –		ditto.
William Truswell -	- ditto -	Serjeant assistant -	27 14 –	26 2 9½		ditto.
Pierce Hoskins -	- ditto -	4th Schoolmaster -	70 – –	51 3 4		ditto.
Samuel Brown - -	- ditto -	Serjeant assistant	27 14 –	26 2 9½		ditto.
Frederick Gee - -	- ditto -	ditto - -	27 14 –	26 2 9½		Resigned.
Jane Stewart - -	- ditto -	Hospital nurse -	12 – –	19 18 –		Here still.
Elizabeth A. Hemphill	- ditto -	Matron - -	46 3 4	36 7 6		Here still; promoted Matron from Workmistress.
Rosanna Malone -	Roman Catholic	Sewing machine -	13 – –	- -		Here still.
Arthur Villiers - -	Protestant -	Pioneer corporal -	27 6 –	25 12 9½		ditto.
James Wells - -	- ditto -	4th class enlisted schoolmaster.	36 10 –	- -	Army schoolmasters attached from time to time.	Moved to Chelsea
William Gooding -	- ditto -	4th class enlisted schoolmaster.	36 10 –	- -		Here still
Samuel Howard -	- ditto -	4th class enlisted schoolmaster.	36 10 –	- -		Moved to Curragh
Alfred Wilson - -	- ditto -	4th class enlisted schoolmaster.	36 10 –	- -		Here still

9 May 1864.

Henry Wynyard, Lieut. Colonel,
Commandant, Royal Hibernian Military School.

SUPPLEMENTARY RETURN, No. 3.

LIST of all the OFFICERS, TEACHERS, and other OFFICIALS appointed since the 22d day of February 1861, until 29th April 1864.

NAMES.	Religion.	Employment.	Annual Salary.	Annual Value of their Allowances.	Residence.	Whether they are still on the Staff of the Establishment, or whether they have since Died, Resigned, or have been Promoted to other Positions in the same or similar Institutions.
			£. s. d.	£. s. d.		
Alfred Harmsworth -	Protestant -	3d Schoolmaster -	80 – –	51 3 4	Royal Hibernian Military School.	Still here; promoted from 4th Master.
Thomas Hyder - -	- ditto -	Quartermaster serjeant.	36 10 –	28 12 2½		Still here; promoted from Assistant Serjeant-major.

11 May 1864.

Henry Wynyard, Lieut. Colonel,
Commandant, Royal Hibernian Military School.

No. 4.

LIST of the BOOKS in general use, from the 22d day of February 1861 to the 1st day of March 1864, for the Instruction of both Roman Catholic and Protestant Boys.

TITLE.	Author.	Series to which they belong (if any).	Publisher's Name and Address.	Date of Publication. (Latest in use).
Reading Lessons	Walter M'Leod	-	Longman & Co., Paternoster-row, London.	1864.
First Book of Lessons				1863.
Second ditto ditto				1861.
Sequel, No. 1, to ditto				1862.
Sequel, No. 2, to ditto	-	Commissioners of National Education, Ireland.	Alexander Thom, 87 & 88, Abbey-street, Dublin.	1862.
Third Book of Lessons				1862.
Fourth Book ditto				1862.
Supplement to ditto				1862.
Fifth Book ditto				1862.
Arithmetic in Theory and Practice.	Name not given	ditto	ditto	1860.
First Book of Arithmetic	ditto	ditto	ditto	1850.
Arithmetic for Schools	Right Rev. J. W. Colenso	-	Longman	1857.
Arithmetic in Theory and Practice.	James Thomson	-	Sims and M'Intyre, Belfast.	1862.
Text Book of Arithmetic	Rev. J. Hunter	-	National Society, Westminster.	1852.
Elements of Algebra	W. J. Reynolds	Gleig's	Longman	1858.
Exercises in Mechanics	Thomas Tate	-	ditto	1856.
Treatise on Mensuration	Name not given	Commissioners of National Education.	Alexander Thom	1861.
School Geography	James Cornwell	Allen and Cornwell's	Simpkin & Co., Stationer's-court, London.	1863.
History of England	Rev. G. R. Gleig	Gleig's	Longman	1863.
Outlines of History of England.	Name not given	Christian Knowledge Society.	John Parker, Strand, London.	1850.
Sacred History	Rev. G. R. Gleig	Gleig's	Longman - Sack	1858.
Scripture Lessons	Name not given	Commissioners of National Education.	William Curry, jun., - ville-street, Dublin.	1850.
Explanatory English Gramma.	Walter M'Leod	Gleig's	Longman	1863.
Short Road to Right Spelling	W. T. Young	-	ditto	1863.
Used occasionally:				
Arithmetical Questions	Walter M'Leod	-	Longman	1856.
Algebra Made Easy	Thomas Tate	-	ditto	1851.
Elements of Algebra	Right Rev. J W. Colenso	-	ditto	1863.
Elementary Treatise on Algebra.	James Thomson	-	ditto	1846.
Elementary Treatise on Algebra.	J. R. Young	-	John Souter, 131, Fleet-street, London.	1839.
Short and Easy Course of Algebra.	Thomas Lund	-	Longman	1860.
Introduction to Algebra	J. Bonnycastle	-	Thomas Tegg & Son, 73, Cheapside, London.	1838.
Analysis of Sentences	J. D. Morrell	-	Longman	1860.
The Spelling Book Superseded.	Robert Sullivan	-	William Curry, jun., Sackville-street, Dublin.	1845.
Etymological Guide to the English Language.	John Wood	Edinburgh Sessional School.	Oliver & Boyd, Tweeddale-court, Edinburgh.	1845.
Etymological Spelling Book	Henry Butter	-	Simpkin, Marshall, & Co.	1857.
Geography of the British Empire.	William Hughes	Gleig's	Longman	1859.

9 May 1864.

Henry Wynyard, Lieut. Colonel,
Commandant, Royal Hibernian Military School.

No. 5.

RETURN of all PARLIAMENTARY GRANTS of MONEY for the Support and Maintenance of the OFFICIALS, BOYS, and BUILDINGS of the ROYAL HIBERNIAN MILITARY SCHOOL, from the 31st day of March 1861 to the 31st day of March 1864, and of the Average Cost of each Boy during each of the above Years; taking into account the Salaries and Allowances of Officials, the Support and Clothing of the Boys, and the Cost of the New Buildings, &c., stating the Proportion of Cost of each Pupil borne by Parliamentary and Private Funds.

MAINTENANCE of	1861–62.		1862–63.		1863–64.		Total from 31st March 1861 to 31st March 1864.	
	Granted.	Expended.	Granted.	Expended.	Granted.	Expended.	Granted.	Expended.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Officials - - } Boys - - }	13,565 18 4	11,966 13 5	13,403 15 2	10,965 12 9	12,921 – –	10,782 6 1	39,890 13 6	33,714 12 3
Buildings - -	2,900 – –	3,633 6 9	4,000 – –	4,770 – –	2,700 – –	2,739 10 7	9,600 – –	11,142 17 4
Repairs - -	2,253 – –	1,871 8 2	3,249 – –	4,718 3 3	3,128 – –	3,235 3 6	8,630 – –	9,824 14 11
TOTAL - - £.	18,718 18 4	17,471 8 4	20,652 15 2	20,453 16 –	18,749 – –	16,757 – 2	58,120 13 6	54,682 4 6

Establishment:—410 Boys.	1861–62.	1862–63.	1863–64.	Explanatory Remarks.
	£. s. d.	£. s. d.	£. s. d.	
* Average Cost of each Boy from above data - -	42 12 3·1	49 17 8·9	40 17 4·9	
Proportion of Cost of each Pupil borne by Parliamentary and Private Funds - - -	(Parliamentary) 42 1 9·8	(Parliamentary) 49 7 10·5	(Parliamentary) 40 6 11·6	The private funds, however, are always credited to, and the total cost defrayed by, the public.
	(Private) – 10 5·3	(Private) – 9 10·4	(Private) – 10 5·3	
Private Funds credited to the Public - - - -	214 1 4	202 7 2	214 1 4	

* This average is computed on the only data attainable respecting the "Cost of the New Buildings, &c.," namely, the expenditure thereon during each of those years (as shown in the annexed Statement from the Office of Public Works). Such an average, shown on the conditions required, is illusive as regards the actual cost of each boy within the respective periods.

9 May 1864.

Henry Wynyard, Lieut.-Colonel,
Commandant, Royal Hibernian Military School.

ROYAL HIBERNIAN MILITARY SCHOOL.

STATEMENT showing the Amounts of PARLIAMENTARY VOTES for, and the SUMS expended on, the NEW BUILDINGS, REPAIRS of BUILDINGS, &c., from 31st March 1861 to 31st March 1864.

	Parliamentary Votes.		Expenditure.	
	New Buildings.	Repairs, &c.	New Buildings.	Repairs, &c.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Year ended 31st March 1862	2,900 – –	2,253 – –	3,633 6 9	1,871 8 2
Ditto - ditto - 1863	4,000 – –	3,249 – –	4,770 – –	4,718 3 3
Ditto - ditto - 1864	2,700 – –	3,128 – –	2,739 10 7	3,235 3 6
£.	9,600 – –	8,630 – –	*11,142 17 4	*9,824 14 11

* Excess under these heads provided for in Votes of former years.

Office of Public Works, Dublin,
7 May 1864.

W. B. Soady, Accountant.

Received Monday, 9 May 1864.

H. Wynyard, Lieut. Colonel,
Commandant, Royal Hibernian Military School.

ROYAL HIBERNIAN MILITARY SCHOOL (DUBLIN).

RETURN of the Number of Roman Catholic and Protestant Boys in the Royal Hibernian Military School, *Dublin;* Lists of the Officers, Teachers, and other Officials actually on the Staff of the Establishment on 1 March 1864; of all the Officers, Teachers, and other Officials appointed since 22 February 1861; of the Books in general use from 22 February 1861 to 1 March 1864, for the Instruction of both Roman Catholic and Protestant Boys; &c.

(*Mr. Maguire.*)

Ordered, by The House of Commons, *to be Printed,*
19 *May* 1864.

302.

Under 1 *oz.*

RETURN to an Order of the Honourable The House of Commons, dated 18 February 1864;—*for*,

RETURNS "of Date and Cost of Erection, and Expense for Year 1863, of all TRAINING and MODEL SCHOOLS, and MINOR MODEL SCHOOLS in *Ireland*:"

"For each of the above Schools,—of the Number of Individual Pupils on the Rolls for the Year, distinguishing the Religion of such Pupils, those attending the Boys' Schools, Girls' Schools, and Infant Schools respectively; and also the Numbers in each Class:"

"Of the Average Daily Attendance for the Year:"

"Of the Average Daily Attendance for the Quarter ending December 1863;"

"Of the Number of Pupil Teachers trained in the Year 1863:"

"Of the Number of Paid Monitors:"

"The whole as nearly as possible in the following Form:—

Name of School.	Date of Erection, (*i. e.* Opening).	Cost of Erection, including Fittings, Furniture, &c.	Total Cost of School, for Year 1863, in Salaries, &c.	Literary Classification of the Total Number of Pupils on the Rolls, for the Year ended 31st December 1863.																Total Number on Rolls for Year 1863.
				Boys.						Girls.						Infants.				
				I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher.	Total.	I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher.	Total.	I. Book.	II. Book.	Sequels, and higher.	Total.	

Religious Denominations of such Total Number on Rolls, for Year 1863.				Average Daily Attendance for the Year ended 31st December 1863.				Average Daily Attendance for the Quarter ended 31st December 1863.				Number of Pupil Teachers trained in the Year 1863.	Number of paid Monitors for the Year 1863.
Roman Catholic.	Established Church.	Presbyterian.	Others.	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.		

(*Mr. Pollard-Urquhart.*)

Ordered, by The House of Commons, *to be Printed*,
6 *April* 1864.

RETURN of Date and Cost of Erection, and Expense for Year 1863, of all TRAINING and MODEL Individual Pupils on the Rolls for the Year, distinguishing the Religion of such Pupils, those attending the Average Daily Attendance for the Year; the Average Daily Attendance for the Quarter ending in the Year 1863.

NAME OF SCHOOL.	Date of Erection, (*i. e.* Opening).	Cost of Erection, including Fittings, Furniture, &c.	Total Cost of School for Year 1863, in Salaries, &c.	Literary Classification of the Total Number of Pupils on the Rolls 31st December 1863.											
				BOYS.						GIRLS.					
				I. Book.	II. Book.	Sequels.	III. Book.	IV. And Higher.	Total.	I. Book.	II. Book.	Sequels.	III. Book.	IV. And Higher.	Total.
		£. s. d.	£. s. d.												
Athy - District Model	Aug. - 1852	6,546 6 1	934 13 5	3	23	13	31	44	114	10	24	30	14	17	9
Bailieborough - ,, -	May - 1850	4,371 18 8	744 18 5	5	24	18	12	43	102	1	15	37	24	31	10
Belfast - - ,, -	Mar. - 1857	*12,453 5 10	4,546 - 8	-	383	326	337	409	1,455	-	220	234	171	167	79
Ballymena - ,, -	May - 1849	5,271 4 10	880 14 7	1	11	19	30	92	153	-	31	18	20	45	11
Coleraine - ,, -	May - 1850	*4,649 18 10	813 6 10	-	34	31	22	61	148	-	27	41	25	41	13
Clonmel - ,, -	Aug. - 1849	6,455 15 6	877 11 9	19	32	45	55	53	204	2	18	34	33	37	12
Dunmanway - ,, -	Ditto -	*7,639 4 4	864 14 2	49	28	64	32	32	205	56	55	53	29	53	24
Galway - - ,, -	July - 1852	*3,850 12 6	1,246 - -	-	109	65	41	76	291	-	13	33	26	29	10
Kilkenny - ,, -	Nov. - 1854	4,472 16 -	880 6 2	22	40	48	33	31	174	-	42	54	28	33	15
Limerick - ,, -	Aug. - 1855	5,513 17 2	1,255 7 2	-	48	49	41	94	232	9	38	64	38	12	16
Londonderry - ,, -	Jan. - 1862	8,314 16 3	2,044 7 5	16	70	81	92	82	341	1	105	60	28	15	20
Newry - - ,, -	May - 1849	5,314 4 1	823 14 1	2	41	42	42	44	171	-	45	44	25	27	14
Trim - - ,, -	May - 1850	5,052 10 4	1,007 9 7	25	69	42	32	72	240	49	59	47	28	33	21
Waterford - ,, -	Sept. - 1855	6,528 17 2	1,020 8 4	-	30	50	33	90	203	2	18	39	20	34	11
Enniscorthy - ,, -	July - 1862	6,767 18 -	431 15 4	2	5	6	18	9	40	-	8	10	10	4	3
Newtownards - ,, -	Ditto -	9,718 4 10	1,606 19 7	-	68	83	76	75	302	-	37	74	62	36	20
Sligo - - ,, -	Aug. - 1863	7,645 9 4	625 5 11	5	16	17	26	26	90	-	15	28	17	1	6
Omagh - Minor Model	Nov. - 1859	*3,046 5 11	906 6 3	-	37	32	32	70	171	-	46	38	36	20	14
Monaghan - ,, -	Oct. - 1861	*3,823 19 9	705 14 6	-	27	31	55	40	153	-	38	44	26	30	13
Parsonstown - ,, -	Oct. - 1860	*2,977 4 8	664 5 7	-	23	34	32	22	111	-	18	22	19	18	7
Carrickfergus - ,, -	Feb. - 1861	3,961 12 10	887 9 3	-	37	28	25	32	122	-	-	56	31	10	9
Newtown Stewart ,, -	June - 1861	1,714 - -	459 1 9	-	26	15	26	22	89	-	27	28	27	16	9
Lurgan - - ,, -	Feb. - 1863	6,295 - -	936 3 8	-	63	59	75	53	250	-	26	28	22	22	9
Ballymoney - ,, -	Feb. - 1856	1,686 2 8	570 15 4	-	27	17	15	51	110	-	37	19	26	43	13
Enniskillen - ,, -	- -	- - -	68 18 9	Rent of site.											
Central Model - -	— 1836	*See* Note I. -	3,416 1 11	112	461	297	277	271	1,418	125	429	277	161	153	1,14
West Dublin - - -	Aug. - 1849	- - -	1,305 14 10	25	199	79	80	82	465	16	87	81	50	59	29
Inchicore - - -	Oct. - 1854	2,444 12 9	516 2 10	31	54	23	34	13	155	9	51	19	11	8	9

NOTE I.—Central Model Schools.—The cost of these buildings cannot now be accurately ascertained, having been built in connexion with the Lectu

NOTE II.—District Model Schools.—Under the head "Cost of Erection" the farm buildings attached to Athy, Bailieborough, and Dunmanway Distr

NOTE III.—The Board of Works have erected Enniscorthy, Londonderry, Newtownards, Sligo, Carrickfergus, Monaghan, Newtown Stewart, Omag Model Schools, the cost of which is included. Under the head "Cost of Erection," the amounts marked (*) include a sum for additio

Office of National Education, Ireland,
24 March 1864.

SCHOOLS, and MINOR MODEL SCHOOLS, in *Ireland*:—For each of the above Schools,—the Number of the Boys' Schools, Girls' Schools, and Infants' Schools respectively; and also the Numbers in each Class; December 1863; the Number of Pupil Teachers trained in the Year 1863; and the Number of Paid Monitors

For the Year ended				Total Number on Rolls for Year 1863.	Religious Denominations of such Total on Rolls for Year 1863.				Average Daily Attendance for the Year ended 31st December 1863.				Average Daily Attendance for the Quarter ended 31st December 1863.				Number of Pupil Teachers Trained in the Year 1863.	Number of Paid Monitors for the Year 1863.
INFANTS.																		
I. Book.	II. Book.	Sequels and Higher.	Total.		Roman Catholic.	Established Church.	Presbyterians.	Others.	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.		
43	23	16	82	291	87	159	34	11	57	42	32	131	58	45	25	128	4	11
31	30	6	67	277	142	80	55	–	53	57	34	144	48	56	29	133	5	10
348	183	27	558	2,805	656	641	1,243	265	601	354	260	1,215	592	352	248	1,192	27	53
70	24	–	94	361	27	52	274	8	65	60	32	157	78	67	43	188	8	11
56	30	–	86	368	77	68	171	52	68	68	38	174	77	69	44	190	7	11
49	14	12	75	403	129	210	39	25	76	48	24	148	86	47	24	157	7	9
–	–	–	–	451	424	14	–	13	102	134	–	236	117	144	–	261	5	12
74	56	14	144	536	392	82	22	40	79	36	57	172	93	39	58	190	8	11
94	71	18	183	514	446	57	5	6	86	72	70	228	80	63	68	211	7	9
120	65	14	199	592	293	240	32	27	82	56	71	209	81	69	77	227	6	9
108	54	15	177	727	6	252	385	84	160	88	67	315	150	83	61	294	13	10
100	25	–	125	437	154	94	157	32	85	65	46	196	90	69	42	201	8	6
93	40	18	151	607	530	75	–	2	113	94	51	258	94	79	51	224	8	9
69	25	12	106	422	229	150	28	15	71	50	41	162	78	51	40	169	6	9
22	6	5	33	105	14	68	3	20	21	13	18	52	19	13	21	53	2	2
107	27	14	148	659	20	49	532	58	177	113	81	371	174	113	85	372	16	9
42	–	–	42	193	–	89	42	62	44	26	25	95	76	49	27	152	7	1
49	22	17	88	399	25	155	177	42	93	67	46	206	94	68	53	215	4	10
37	19	17	73	364	121	125	115	3	79	75	35	189	74	72	32	178	4	9
34	13	3	50	238	37	170	9	22	64	48	23	135	37	26	9	72	2	3
91	30	19	140	359	32	89	167	71	72	48	74	194	72	36	70	178	–	11
66	26	–	92	279	6	110	157	6	46	45	42	133	40	41	37	118	1	5
74	23	–	97	445	36	237	129	43	144	55	49	248	157	61	58	276	–	4
61	38	–	99	334	81	45	206	2	59	61	43	163	51	63	34	148	3	7
187	95	69	651	3,214	2,401	578	171	64	631	474	283	1,388	661	508	271	1,440	33	45
132	114	50	296	1,054	983	49	22	–	205	114	108	427	228	120	119	467	11	17
60	21	–	81	334	175	154	5	–	73	47	40	160	79	53	50	182	–	4

ooms and other works at Tyrone House, Marlborough-street, Dublin.

odel Schools, are included. The Literary and Agricultural Departments were taken together in the original contract, and cannot now be separated.

rsonstown, and Lurgan Model Schools; in addition to which the Board of Works have made additions, &c. to, and alterations in, some of the other buildings, during Year 1863.

James Kelly,
William M'Creedy, } Secretaries.

TRAINING AND MODEL SCHOOLS (IRELAND).

RETURN of Date and Cost of Erection, and Expense for Year 1863, of all TRAINING and MODEL SCHOOLS and MINOR MODEL SCHOOLS in *Ireland*; of the Number of Pupils on the Rolls of each School for the Year; of the Average Daily Attendance for the Year; &c.

(*Mr. Pollard-Urquhart.*)

Ordered, by The House of Commons, *to be Printed,*
6 *April* 1864.

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Under 1 *oz.*